

The Addisonians: The Experiences of Graduates of the Classes of 1963-70 of  
Lucy Addison High School,  
An All-Black High School in Roanoke, Virginia

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ABSTRACT

Lucy Addison High School was an all-Black high school located in Roanoke, Virginia. All-black high schools are defined in this study as high schools that were segregated by race and attended only by Black students. Lucy Addison operated as an all-Black high school from 1928 until 1970 in two different buildings. Roanoke's secondary schools were desegregated in 1963. Addison was integrated in the fall of 1970 and closed in 1973.

The purpose of the study was twofold. The primary purpose was to document the experiences of the graduates of the classes of 1963-70 of Lucy Addison High School. The secondary purpose was to determine if the supports found in the research literature about all-Black high schools prior to desegregation were present in the Lucy Addison students' experiences during the years between desegregation and integration. The supports are (a) the importance of a spiritual foundation, (b) high expectations from school administrators and teachers, and (c) parent and community support.

Six common themes emerged from the interviews with participants. They were: (a) the importance of a spiritual foundation, (b) high expectations from teachers and administrators, (c) parent and community support, (d) school leadership, (e) attitudes on segregation and integration, and (f) school pride. These themes helped answer the four research questions that guided the study.

After conducting interviews with the graduates, their accounts confirmed that the supports identified in the literature regarding all-Black high schools were present in their school experiences. The importance of a spiritual foundation, high expectations from teachers and administrators, and parent and community support could easily be seen in the experiences of all 16 students who attended Lucy Addison High School from 1963-1970.

Upon reflection on the study, the researcher made certain recommendations for further study. The recommendations for further study revolve around the continued documentation of experiences of Lucy Addison High School students, conducting a study of Lucy Addison High School as an integrated school from 1970 to 1973, and assessing the reason why Lucy Addison High School was allowed to stay open as an integrated high school.

## DEDICATION

This study is dedicated to the Lucy Addison High School students who allowed me a chance to understand their day-to-day experiences while attending Lucy Addison High School: Lois Bond-Booker, Sherwood Kasey, Donnell Freeman, Jr., Louise Johnson, Charles Price, Don Shovely, Loretta Kasey Alston, Ivory Morton, Mae Huff, Joyce Ross, Ruth Campbell Claytor, William Pannell, Michael Cooper, Alvin Nash, Deborah Sessoms, and Roland Lovelace. It was truly an honor and a pleasure to read each transcription to get a sense of the experiences of each student while at Lucy Addison High School. After reflecting on their interviews, their memories of their experiences were so vivid and detailed about the many supports they received at Lucy Addison High School to help them become successful in life. The experience of learning their stories has truly fueled the power of the education that I give to students and help sustain in the current Lucy Addison Middle School every day. Having an opportunity to conclude that the supports that are documented in the literature about all-Black high schools also took place at Lucy Addison High School, I want to be sure to implement those same supports at the current Lucy Addison Middle School to prepare our students for an uplifting and rewarding life.

## ACKNOWLEDGEMENTS

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I truly appreciate the guidance and leadership from my examining committee. Dr. Jim Seller's wealth of knowledge in Black education challenged me to learn about the history of education for Blacks. Dr. Tracy Richardson required me to learn more about education, not only for Blacks, but for Whites as well. Dr. Earthman, I appreciate you taking the time to narrow my focus and helping me conduct a more detailed study. Dr. Cash, thank you for your time supporting me as one of my committee members. Dr. Tripp, my advisor, and committee chairperson, supported me and saw me through. Without his constant support for my study, as well as his leadership and guidance along the way of this journey, I would have never finished this dissertation. I am truly grateful for his time, wealth of knowledge and experience, and his belief in me to complete this study.

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## **Chapter 1**

### **Introduction to the Study**

During a Lucy Addison High School Wall of Fame Steering Committee meeting on March 14, 2013, 17 graduates met in the conference room at Lucy Addison Middle School in Roanoke, Virginia, to discuss how to preserve the history of Lucy Addison High School (LAHS). Lois Bond-Booker, Louise Bond-Cheatham, Frances Brown, Beverly Burks, Luther Cheatham, Richard Chubb, Mignon Chubb-Hale, Lewis Claytor, Veranean Davis, Charles Day, Hilda Day, Leslie Dunnaville, Jr., Billy Gilbert, Mae Huff, Gloria Manns, Warren Manns, and Don Shovely were all present at the meeting to discuss plans to erect a Lucy Addison Wall of Fame to honor all Lucy Addison students who graduated from the high school between 1952-1973. Before they each spoke and introduced themselves to the committee members, Louise Bond-Cheatham, the chairperson of the meeting, opened the meeting with a prayer. She then spoke about the camaraderie of LAHS alumni, the continuous strong bond that alumni felt could never be broken, the consistent participation in class reunions, and other class activities that have continued for many years since individual class graduations. She further stated that the monument wall was long overdue and would be a historical marker that would honor all Addisonians who passed through the doors of LAHS and show how proud LAHS graduates are of their heritage.

Mrs. Bond-Cheatham then asked every person at the committee meeting to present themselves by giving their name, the year they graduated from LAHS, the fond memories they had of LAHS, and their occupation in life. As each of the Addisonians introduced themselves to the committee, they started with “In honor of God and Ms. Lucy Addison first.” They then went on to speak about the memories made at LAHS and how their education at Addison had motivated them towards higher education and to work towards their many accomplishments in life.

Each Addisonian spoke about their life and career recognizing the quality of education they received at Lucy Addison High School. The Addisonians described the fond memories they had of the faculty and staff of LAHS, their classmates, and the overall support from the Black community through churches and other supporters. The LAHS graduates who spoke in the steering committee meeting valued their education. They related that mentors, role-models, community support, and churches instilled in them that education was not a right, but a privilege.

The model for this belief and value was that of Ms. Lucy Addison, the longtime Roanoke Black educator for whom the school was named.

After hearing the impact LAHS made on all the Addisonians sitting at the table in the Lucy Addison conference room on March 14, 2013, the researcher was interested in finding out more information about what made the memories, experiences, and activities at Lucy Addison High School so important to the students who attended the school. Subsequently, he set out to learn as much as possible about the school. Eventually, he decided to propose documenting the experiences of the students who attended Lucy Addison High School from 1963-1970 through oral histories as his research study for his doctoral dissertation. This meeting with the Wall of Fame Steering committee cemented the researcher's desire to research a significant period in the history of Lucy Addison High School. As the principal of the Lucy Addison Middle School for the last seven years, the researcher has a strong bond to the school, community, and students. Also having a relative who graduated from Lucy Addison High School in 1966, the researcher has a desire to preserve the history of the school before it is lost.

### **The Biography of Lucy Addison**

Lucy Addison High School was named for Lucy A. Addison (see Appendix A). Addison was born on December 8, 1861, in Fauquier County, Virginia (see Appendix B). According to Macy (2006), there is not a lot of information available about Ms. Lucy Addison's early life. Born into slavery, she undertook a quest to learn how to read and write and became an educated person. Her education began in the local rural schools and was supplemented by study under private teachers (Shareef, 1996). After gaining as much education as she could locally, she then attended and graduated from Cook County Normal School in Chicago, Illinois, the Institute for Colored Youth in Philadelphia, Pennsylvania in 1878, Howard University in Washington, D. C., and Virginia Normal School in Petersburg, Virginia in 1882 (Davis, 2005).

After graduating with her teacher's diploma from the Virginia Normal School, Ms. Lucy Addison began her teaching career in Loudon County before moving to Roanoke to teach in 1886 at the First Ward Colored School (Shareef, 1996). In January of 1887, she was named interim principal until a larger building became available in 1888. In the larger school building, named the Gainsboro School, Ms. Addison was appointed an assistant principal and also resumed teaching (Shareef, 1996). She attained her first principalship after 11 years of teaching

at First Ward Colored School, a two-room structure built on the site of a Black cemetery between Hart and Douglass avenues. In 1917, she was named the principal of the Harrison School, a much larger and more prestigious school. The Harrison School building later became the site of the Harrison Museum of African American Culture, which subsequently relocated to the Center in the Square in downtown Roanoke. Ms. Addison's high expectations for an education for her students helped the high school at the Harrison School become accredited by the state in 1924 (Shareef, 1996). Harrison School was the largest Black school in Virginia with a Black female principal (Davis, 2005).

The Roanoke City School Board recorded the following statement in their meeting minutes in 1927 when Ms. Lucy Addison retired: "Ms. Addison had the distinction of teaching in the Roanoke school system longer than any other teacher, and as principal of Harrison, organized and developed the high school" (Roanoke City School Board Minutes, August 9, 1927). As a pioneer, Ms. Lucy Addison helped shape many employment opportunities for other Blacks during her time. She is intricately and historically linked with public education and the Black community in Roanoke. Because of her contribution to education in the Roanoke Valley, two high schools were named in her honor. The first Lucy Addison High School, later known as the "Booker T. Washington Building," was named in honor of Lucy Addison for being a pioneer teacher and principal of the first Black high school, the Harrison School. The school opened in 1928 under the name of Lucy Addison High School operating some 24 years before being renovated and reopened as Booker T. Washington Junior High School in 1952 (See Appendix C). The second Lucy Addison High School was erected in 1951 and operated as a high school from 1952-1973 thereafter becoming Lucy Addison Junior High School and ultimately Lucy Addison Middle School. A quality education was made possible for Black Roanokers in the late 1800s and early 1900s due to the guidance and leadership of Ms. Lucy Addison (Shareef, 1996).

### **Literature Search**

The researcher used the resources of the Virginia Tech Library to gather data on Lucy Addison High School. Very few sources were found. During an initial research session, the researcher was searching for a topic for his doctoral research and decided to conduct a search using several different search engines to locate information on "Lucy Addison High School." Searches of ERIC and EBSCOhost, posted zero results when "Lucy Addison High School" was

entered as a search term. To search for more information on “Lucy Addison High School”, the researcher used ERIC to search for information on “Addison High.” Seventy-seven results posted, but once again, nothing specific was found on “Lucy Addison High School.” Finally, after conducting a search on “Lucy Addison High School” using Google Scholar, a total of 123 results posted. Half were about Lucy Addison High School and the other half about Lucy Addison Middle School. There were four books and a small number of newspaper articles and primary sources of the school’s history.

Few accounts of all-Black high schools were published during the school’s operation from 1952 through 1973 because Blacks lacked access to the mass media and because White media did little to tell the stories of Blacks (Chittum, 2012). Shareef (1996) reported that previous histories of the Roanoke Valley overlooked Blacks’ existence and contributions. Shareef even suggested that Blacks’ contributions to societal development in the Roanoke Valley were ignored. In Clare White’s (1982) history of Roanoke, only a few pictures of Blacks appear, not many names of Blacks are mentioned, and little recognition of the contributions of Blacks to the growth and development of Roanoke is given. While there is little information on LAHS available, several recent peer-reviewed research articles on the value of all-Black schools were located in subsequent literature searches (Jeffries, 1994; Morris & Morris, 2000; Slade, 2004; Sowell, 1974; Walker, 2000).

To understand the overall educational history of Blacks, the researcher also obtained books from professors and colleagues on the history of Black education. Books such as Shareef’s, *The Roanoke Valley’s African American Heritage* (1996) and Bullock’s, *The Education of Blacks in the South* (1967) document the development of Black education and a number of the contributions Blacks made to the field of education. As the researcher reviewed the peer-reviewed articles and read books on the history of Black education, certain supports that aided Blacks’ quest for an education surfaced. These supports demonstrated the value of all-Black schools in which Black students came to understand the importance of a spiritual foundation, received high expectations from administration and teachers, and were encouraged by parents and community members.

To obtain information about the history of Roanoke, the history of Blacks in Roanoke, and the history of Black education in Roanoke, additional searches were conducted. The researcher employed a variety of resources and materials accessed through the Virginia Tech

library and referred by his examining committee members as well as by members of the Addison community. He also consulted a colleague who was conducting similar research. She referred the researcher to several books and other resources about the history of Roanoke, the history of Blacks in Roanoke, and the history of Black education in Roanoke. Information on the history of Roanoke, the history of Blacks in Roanoke, and the history of Black education in Roanoke were found in them.

The results of the literature search appear in Chapter 2. Short histories of Black education in the South, Blacks in Virginia, and Blacks in the City of Roanoke are presented. The supports for Black students in all-Black high schools found in the literature are described and discussed as well.

### **Definition of Terms**

Several terms used in the study are defined here.

*Addisonian* is defined for the purposes of the study as a Black student who attended Lucy Addison High School. The term clearly may include faculty and staff as well in its common usage, but is limited to students here.

*All-Black schools* were schools that were attended by Black students before *Brown v. Board of Education* (1954).

*Desegregation*, decreed by the courts, was the process of eliminating all-Black and all-White schools. The court case *Brown v. Board of Education* (1954) outlawed the separation of Blacks and Whites in schools based on race.

*Gatekeepers* are those individuals who give the researcher the names and contact information of knowledgeable potential participants who could be vital to the study (Seidman, 2006).

*Integration* was the process of having Black and White students attend school in the same building under the same roof. Integration was the outcome based on the court case *Brown v. Board of Education* (1954) which outlawed the separation of Blacks and Whites in schools based only on their race. It is also the incorporation as equals into society or an

organization of individuals of different groups as races (Integration, <http://www.merriam-webster.com/dictionary/integration>)

*Primary Sources* are the records created by those who lived through the events being investigated (Furay & Salevouris, 2000). They are the records of contemporaries who participated in, witnessed, or commented on the events the researcher is studying (Furay & Salevouris, 2000, p. 144). Some examples of primary sources are business ledgers, letters, diaries, government documents, newspapers, reports, registers, and photographs.

*Secondary Sources* give an account of the period in question written after the events have taken place. Secondary sources are often based on primary sources (Furay & Salevouris, 2000). These sources of information can be books, articles, essays, and lectures through which we learn most of the history we know (Furay & Salevouris, 2000).

*Segregation* was the practice or policy of keeping people of different races, religions, etc., separate from each other (Segregation, <http://www.merriam-webster.com/dictionary/segregation>)

Segregation is the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means (Segregation, <http://www.merriam-webster.com/dictionary/segregation>).

### **Purpose of the Study and Research Questions**

The purpose of the study was twofold. The primary purpose was to document the experiences of the graduates of the classes of 1963-70 of Lucy Addison High School, an all-Black High School in Roanoke, Virginia. The secondary purpose was to determine if the supports found in the literature about all-Black high schools prior to desegregation (Jeffries, 1994; Morris & Morris, 2000; Slade, 2004; Sowell, 1974; Walker, 2000) were present in the Lucy Addison students' experiences during those years.

Four questions framed the study.

1. What were the experiences of the students who attended and graduated from Lucy Addison High School after desegregation of the secondary schools in Roanoke?

2. What supports did the students receive while attending Lucy Addison High School from 1963 through 1970?
3. Were the supports that the students received the same supports found in the research literature about student experiences in all-Black high schools prior to desegregation?
4. How did the closing of Lucy Addison High School affect the students?

The researcher relied chiefly on interviews of selected students who attended Lucy Addison High School from 1963-1970 to document their experiences in the form of oral histories. Multiple other sources of data were compared with the student interview data to achieve triangulation. Data collection also included interviews with former faculty and staff and community members as secondary participants in the study. Documents and artifacts related to the school's history were examined. Primary sources included school yearbooks from 1963 through 1970, artifacts from the school collected from alumni and staff, and contemporary media reports.

### **Significance of the Study**

The researcher is concerned about preserving the history of Lucy Addison High School. As Shareef (1996) said, previous historical writings on the Roanoke Valley have largely overlooked the Black experience and the contributions of Blacks. At this point in time, very little documented information exists on Lucy Addison High School and the experiences of the students who attended the all-Black high school. The study was an initial effort to document both using accepted research methods. The findings of this study also contribute information to the history of the Black community in Roanoke, which is also scant. There is a clear need to document the experiences of the students while they still can be compiled and preserved.

There is a recent emerging body of research on the value of all-Black schools that suggests that students who attended them benefited from certain supports. Three key supports for Black students attending all-Black high schools have been identified in this body of literature. They are (a) the importance of a spiritual foundation, (b) high expectations from administration and teachers, and (c) parental and community support. This study served as a case study to determine if the supports existed in a setting other than that of the original research studies. By



examining the experiences of the students at Lucy Addison against those of the students described in the literature about all-Black high schools, the study takes on a larger academic significance.

## **Chapter 2**

### **Historical Context of the Study**

Chapter 2 serves to provide historical context for the study by presenting information on Black education in the South and in Roanoke, the history of the city of Roanoke, and a description of the struggle Blacks had to go through to attain equal educational opportunities. A review of the value of all-Black schools and the important role they played in the development of Black students throughout the nation concludes the chapter. Supports identified in the research literature that influenced the education of Black students in all-Black high schools are presented. The supports include (a) the importance of a spiritual foundation, (b) high expectations from administration and teachers, and (c) parent and community support that students experienced while being educated in an all-Black school (Jeffries, 1994; Morris & Morris, 2000, Slade, 2004; Sowell, 1974; Walker, 2000)

#### **A History of Black Education in the South Prior to Desegregation**

For the purposes of this paper, Black education is defined as the act of giving intellectual, moral, and/or social instruction to Blacks in all-Black schools. All-Black schools can be defined as schools that were segregated by race and attended only by Black students. One early example of Black education is the work of the American Missionary Association to educate slaves before the Civil War and freedmen afterwards. Another example is the education provided by state and local governments to Blacks in all-Black schools prior to desegregation.

#### **Prior to the Civil War**

Due to the fear of slaves gaining power through education, there was never an original plan to educate them in any way (Bullock, 1967). Controlling educated slaves was thought to be harder for White slave owners than managing uneducated slaves. Slaves were to serve as labor and tools (Bullock, 1967). Nevertheless, early forms of Black education did develop. Black adults were trained to be carpenters, blacksmiths, weavers, and seamstresses (Bullock, 1967). Black children sometimes learned how to read and write through play schools while socializing with their owner's children (Bullock, 1967).

Multiple instances of the importance of moral and religious education can be found throughout the history of Black education. Vaughn (1974) stressed that early advocates of Black

education included slave owners who wanted more efficient labor and missionaries who insisted that slaves be able to read the Bible. Some White slave owners accepted as their duty to educate Blacks in religious doctrine and were supported in this effort by Southern leaders (Bullock, 1967). Sunday schools were established to teach Blacks how to read the Bible. Northern missionaries also supported Blacks receiving an education. Led by the American Missionary Association, English clergymen, Presbyterians, and Quakers joined in educating Blacks by teaching some of those in bondage how to read and write (Bullock, 1967). However, laws were adopted and passed by the Virginia General Assembly preventing slaves from receiving any instruction unless it was religious in nature and taught only during the day by a licensed White minister (Guild, 1969).

### **Black Education in the South After the Civil War**

Black education in the South after the Civil War can be divided into three time periods including: the Reconstruction Era from 1865-1876, the Industrial Education Era from 1876 to 1915, and the Pursuit of Equality Era from 1915 to 1954. The Reconstruction Era witnessed Blacks receiving support for their education. From 1876-1915, the Industrial Education Era saw a philosophical debate about what exactly Black education should entail. The Pursuit of Equality Era found Blacks campaigning for equal school facilities, equal teacher salaries, equal educational opportunities, and eventually complete desegregation of all aspects of education.

### **The Reconstruction Era**

The end of the Civil War profoundly changed the lives of slaves including their opportunity to obtain education. Former slaves were among many groups in the post-Civil War South who were pushing for universal education (Anderson, 1988). Ex-slaves wanted to be able to read and write. The attributes of self-help and self-determination underlay the ex-slaves' educational movement. Bullock (1967) stated that former slaves wanted an education so much that they asked friends and former masters through an appeal published in the Selma (Alabama) Times on December 30, 1865 to supply them with schools and teachers.

Congress established the Freedmen's Bureau in 1865 to centralize the responsibility for care of the freedmen and to protect Blacks from mistreatment by local officials (Bullock, 1967). One of its major functions was to support Blacks with educational programs. Bullock (1967)

noted that this effort was the first phase of formal Black education in the South. To assist the federal government with the burden of taking care of freed slaves and providing them with an education, the American Missionary Association (AMA) led many religious organizations to enter the field of Black education (Vaughn, 1974).

Nearly all White Southerners were opposed to Blacks receiving a public education in the South after the Civil War (Anderson, 1988). Southern Whites' attitudes were shaped by two concerns about Black education during and after the Civil War. The first was whether or not Blacks should be educated at all. The second was how the teachers would be selected and whose jurisdiction the teachers should be under (Vaughn, 1974). To prevent Blacks from receiving a public education, Southern Whites resorted to increasing taxes, opposing compulsory school attendance, blocking the passage of new laws that would strengthen the constitutional basis of public education, and generally discouraging the expansion of public school opportunities (Anderson, 1988). This antipathy became more intense in instances when Yankee teachers were hired to teach Blacks instead of Southern White teachers. Vaughn (1974) stated that Southern Whites distrusted Yankee teachers as the personification of Reconstruction. Anderson (1988) stated that the planters' resistance to Blacks receiving an education froze the ex-slaves' educational campaign in its mid-1870s position.

Anderson (1988) stated that by 1880, many White Southerners saw that any attempt to reverse the thrust of the ex-slaves' school campaigns would invite greater Black resistance and possible Northern intervention. For this reason, White Southerners began to make an uneasy peace with the Reconstruction-era education reforms (Anderson, 1988). Not wanting to accept universal education for children of both races in the same schools, Southern Whites became interested in schooling ex-slaves in racially segregated schools with a specially designed curriculum.

### **The Hampton model.**

In an effort to situate Black education into Southern society, the Hampton Model was founded in 1868 by Samuel Chapman Armstrong (Anderson, 1988). Armstrong, a former Union General and an extreme segregationist, strongly believed in the academic and moral inferiority of Blacks (Anderson, 1988). Armstrong's decision in 1867 to open a manual labor school for Blacks in Hampton, Virginia, came in part from his faith in industrial schooling as a solution to

the race problem, in part from his role as Freedman's Bureau Superintendent, and in part from a class consciousness similar to that of his missionary parents (Anderson, 1988).

Armstrong believed that Blacks should only concentrate on education as an economic strategy, training themselves as a source of cheap labor (Anderson, 1988). The Hampton Institute was Armstrong's own solution to the "Black problem," organized to help Blacks but also to keep them in their place (Spivey, 1978). Spivey (1978) explained that Armstrong made it his mission to fix the "problem" by training Blacks to be subservient laborers. Therefore, Armstrong believed that the training and the dissemination of Black teachers who would deliver and support the Hampton Model throughout the Black communities of the South was the solution to the race problem (Spivey, 1978).

The establishment of the Hampton Model created a rise in public education for Blacks. The model followed a curriculum that created conflicting views of how the education of Blacks should take place (Bullock, 1967). The Hampton Model stressed hard labor in schools to teach a strong work ethic and to produce conservative Black teachers who would uphold a segregated society. The model also helped Blacks earn money to pay for their education and take courses that Armstrong considered appropriate for Blacks. Hampton's manual labor routine was designed to teach students steady work habits, practical knowledge, and Christian morals (Anderson, 1988).

### **The Industrial Education Era**

Among Hampton's earliest students and its most influential graduate was Booker T. Washington. Washington was born into slavery on April 5, 1856, in a one-room cabin on a plantation in Franklin County, Virginia (Hawkins, 1962). In addition to his education at Hampton, Washington was granted an honorary master's degree from Harvard University in 1896 and an honorary doctorate from Dartmouth College in 1901 for his contributions to American society (Hawkins, 1962).

Washington was so heavily influenced by Armstrong's philosophy and the Hampton Model that he was nominated by Armstrong to run Tuskegee Institute in Tuskegee, Alabama. The Tuskegee Institute adopted the Hampton Institute philosophy to teach Blacks to be strong industrial workers in what Armstrong and his followers thought was Blacks' proper place in society (Bullock, 1967). Opening on July 4, 1881, the Tuskegee Institute adopted the premise

that every student would work with his or her hands. Booker T. Washington felt that trained hands were needed to develop trained minds and leadership (Hawkins, 1962). Hawkins (1962) stated that Booker T. Washington rose to national prominence largely because of the support of wealthy Northerners. The Northerners supported Tuskegee financially to promote and advertise the school. Many believed that Booker T. Washington had solved the race problem, renounced social equality, and created equilibrium between the North and the South (Hawkins, 1962).

Northern philanthropists, faced with the White supremacy movement of the late nineteenth century and largely deflected from their original hope for universal education, readjusted their aim and moved to save Black public education from total eradication by stressing the value of the Hampton-Tuskegee style of industrial education (Anderson, 1988). At the Capon Springs Educational Conference held on June 29, 1898, in West Virginia, 36 people consisting of Northern philanthropists and Southern White men with common educational ideals met to formulate an educational curriculum for Black education (Bullock, 1967). The resultant course of study was based largely on the Hampton Model and industrial education.

Washington and Armstrong's vision of Black education dominated until it was publicly challenged by W. E. B. DuBois in 1904 (Bullock, 1967). DuBois did not believe that Blacks should only be educated "as laborers;" he believed in greater educational purposes for Blacks. Hawkins (1962) stated that DuBois believed in higher education for a "talented tenth" of Blacks who through their knowledge of modern culture could guide the Blacks in America into a higher civilization. He further believed that without a higher education, Blacks would have to accept White leadership (Hawkins, 1962).

In 1912, DuBois was involved in a vicious fight against Washington's ideology of industrial education (Bullock, 1967). He felt that Washington had minimized the importance of higher education and discouraged the philanthropic support of higher education (Hawkins, 1962). Hawkins (1962) stated that DuBois found discrepancies and paradoxes in Washington's leadership. On one hand, Washington would decry political activities among Blacks, but on the other hand, Washington would attempt to dictate Black political objectives from Tuskegee. DuBois began to win Black leaders over to his side because of his views on Black higher education. Because of their beliefs on the education of Blacks, Black universities in the South expanded their curriculum for the overall education of Blacks to include a liberal arts curriculum. By 1915, the majority of Blacks preferred DuBois's approach to education. Some of the leading

newspapers that had preferred Booker T. Washington were beginning to turn to DuBois' approach as well (Anderson, 1988). DuBois and his fellow critics of Washington insisted that Blacks gave up three things by following Washington's leadership: political power, civil rights, and higher education (Hawkins, 1962). DuBois felt that Washington had led his people into a blind alley in exchange for paltry support of industrial education, political and civil rights, and even surrendering Blacks' manhood (Hawkins, 1962).

### **The Pursuit of Equality Era**

DuBois's beliefs about the education of Blacks encouraged many other organizations to be formed and to fight against the unbearable conditions for Blacks. Bullock (1967) stated that DuBois's Niagara Movement was the most effective of all the attempts to secure equality for Blacks. On June 13, 1905, DuBois directed a letter to Black leaders throughout the nation inviting them to meet near Niagara Falls to form a new organization to coordinate efforts against all barriers to first-class citizenship erected against all Blacks: disfranchisement, curtailment of civil rights, limited job opportunities, inadequate and unequal educational opportunities, and the squalid conditions in which Black children were being reared (Bullock, 1967). The meeting resulted in the Niagara Movement, a more militant alternative to Washington's leadership. Out of the Niagara Movement, the National Association for the Advancement of Colored People was born.

### **Equalization and the NAACP**

The National Association for the Advancement of Colored People (NAACP) commenced legal action to take on the fight to win social justice for Black Americans in 1909 (Kirk, 2009). The early roots of the NAACP's legal strategy can be traced back to 1925 when the American Fund for Public Service, also known as the Garland Fund, offered a donation for a coordinated campaign of litigation against racial inequality in the areas of public transportation, education, voting, and jury service (Kirk, 2009). In an effort to garner financial support for the campaign, the NAACP hired Nathan Margold, a Harvard Law School graduate, to draw up the litigation plan. In 1935, the NAACP hired Charles Hamilton Houston as special counsel to implement the plan. Not only did Houston implement the plan, he made it his own. By fully implementing and moving his plan forward, Houston focused his attention on fighting equalization cases, rather

than on desegregation. He believed that by seeking to enforce the legal doctrine of "separate but equal" established in the Supreme Court's 1896 *Plessy v. Ferguson* ruling, the courts would eventually become receptive to the NAACP's arguments for complete desegregation. Houston also believed that winning court rulings for equalization in public education would in turn put such financial pressure on White school officials that they would have little option but to desegregate educational facilities (Kirk, 2009).

Using the separate but equal principle set forth in *Plessy v. Ferguson* decision (1896), Houston and a cadre of young lawyers he had trained as Dean of the Howard University Law School successfully argued cases from 1935-1940 in his quest for equalization. His equalization strategy was conceived with two main fronts of attack in mind. The first front was to file cases to achieve equalization of higher education. One of the first cases took place in 1936 when the NAACP challenged the University of Maryland in a case on behalf of Donald G. Murray. Houston's goal was to help Blacks receive admission into all-White graduate and professional schools (Kirk, 2009). In the case of *Murray v. Maryland*, Murray, a Black student, was refused admission to the university based on the color of his skin. As a highly qualified student, he filed suit asserting that his constitutional rights were being violated. The actions from this case helped Houston successfully desegregate the University of Maryland Law School. The Murray case helped break barriers and allowed all public colleges in the segregated South to consider admitting Black students (Bullock, 1967). After the Murray case was settled, it sparked other successful cases challenging segregation in higher education, including *State ex rel. Gaines v. Canada* (1938) in Missouri and *Sweatt v. Painter* (1950) in Texas.

In an extension of Houston's equalization strategy in the 1940s, advocates for Black students receiving a quality public education began to pressure local school boards for new buildings and other equal facilities. Walker (2000) stated that the facilities in which Black students were educated were oftentimes horrid and sometimes unbearable. Black students had to deal with the inadequate and insufficient supplies that were given to them if any were given at all (Walker, 2000). In many instances, Black students were educated in unheated classrooms, drank water out of water pails, and had few educational supplies. Several Southern states wishing to maintain segregation issued standby statutes authorizing construction of "separate but equal" facilities if Blacks applied for equalization (Walker, 2000).



Houston had been succeeded by Thurgood Marshall in 1939. Marshall, who later was to become the first Black justice appointed to the U. S. Supreme Court, launched the attack on the second front of Houston's equalization strategy by seeking equalization of the treatment of Black public school students. In the 1940s, Marshall also championed the rights of Blacks to be able to vote, the ability for Blacks to be able to purchase homes in all-White neighborhoods, equal pay for Black teachers, and the opportunity for Blacks to attend graduate and professional institutions of higher learning. Decisions attained in cases argued by Marshall and his associates created legal precedents for the most profound case in Black educational history, the desegregation of schools. In 1954, Marshall and a team of lawyers won the *Brown v. Board of Education* (1954) lawsuit (Tushnet, 1987). The Supreme Court declared that segregation in public education based on race was a violation of the equal establishment clause under the 14th Amendment to the Constitution. Five cases from five different states, including one from Virginia, were combined into this case. The *Brown* ruling sparked other successful litigations on the grounds of desegregation, voting, employment, housing, and living accommodations (Kirk, 2009).

### **An Overview of the History of Black Education in Virginia**

Soon after the establishment of the Black slave regime in the American South, there were set in motion unintentional processes destined to introduce the first of many educational opportunities that the slaves were to have prior to the Civil War (Bullock, 1967). Bullock (1967) stated that prior to the Civil War, some Blacks received an education through job training on the plantation, by playing school with their master's children, or by learning how to read the Bible at night. Between 1800 and 1835, most of the Southern states, including Virginia, had enacted legislation making it a crime to teach enslaved children to read or write (Bullock, 1967). After the failure of the Nat Turner slave rebellion in 1831, the Virginia General Assembly passed a variety of laws curtailing slaves' and free Blacks' right to assembly (Guild, 1969). Guild (1969) stated that the laws became harsher after the Nat Turner Rebellion of 1831, prohibiting the teaching of any Blacks to read or write. In contrast, a massive campaign to achieve popular schooling for free Americans developed between 1830 and 1860, and out of this campaign emanated designs for state systems of public education (Anderson, 1988). However, Black laws permeated the lives of the 18<sup>th</sup> and 19<sup>th</sup> century Blacks, whether slave or free, and few educational opportunities existed for either (Guild, 1969).

Limited educational opportunities were made possible for slaves in Virginia by religious organizations (Anderson, 1988). Sabbath Schools provided a specific course of study for Blacks. These schools were opened mainly in evenings and on weekends to provide literacy instruction (Anderson, 1988). The American Missionary Association, incorporated in 1849, helped establish educational institutions for Blacks and supported Blacks receiving an education by providing funding to support them (Bullock, 1967). Heatwole (1916) stated that the American Missionary Association created schools for Blacks in Virginia in 1862.

Universal education, education for all, was certain to become a reality in Black society, not because ex-slaves were motivated by childlike, irrational, and primitive drives, but because they were a responsible and politically self-conscious social class of people (Anderson, 1988). When the Virginia state public school system was established in 1869 by the Underwood Constitution, Blacks took full advantage of the opportunities it presented. Gunter (2003) stated that the beginning of the Virginia public school system arose out of this constitution. The Underwood Constitution provided for a state superintendent of public instruction and a state board of education (Gunter, 2003). The Virginia Board of Education began discharging its responsibilities by appointing 1,400 district trustees and county superintendents (Buck, 1952).

In 1870, the General Assembly elected Dr. William H. Ruffner as the first state superintendent of public instruction. Ruffner was selected from some 15 applicants. He was the son of the former president of Washington College, now Washington and Lee University. Ruffner's father had long struggled to establish an adequate public school system (Gunter, 2003). One of Ruffner's first duties was to draw up a plan, which could be enacted into law, for the establishment and operation of Virginia public schools (Buck, 1952). Ruffner organized a system of popular education in the face of staggering debt, White fear of Black domination, dogged opposition to taxation, and a persistent free-school-ergo-charity-school complex (Meagher, 1939). Meagher (1939) stated that Ruffner, with the help and aid of other friends in education, generated a favorable environment in which the free school idea could grow.

As explained earlier, at the end of the nineteenth century, General S. C. Armstrong presented industrial education as the character-building force capable of elevating Blacks to a level of acceptance by the South and the nation (Bullock, 1967). With the Hampton Institute located in the state, it was not surprising that Virginia fully adopted industrial education. Virginia also adopted the county training school organization in an effort to support Black education. The

county training school was an attempt to provide rudimentary secondary schooling and teacher training for Blacks organized and supported by the General Education Board using the industrial education approach (Link, 1986).

Between the years of 1900 and 1918, the people of Virginia began to take more of an interest in education (Gunter, 2003). Significant developments in public education included the adoption of the Constitution of 1902, the celebrated “May Campaign” of 1905, a series of conferences aimed at improving education in the South, and the movement to establish high schools. Of utmost significance was the Constitution of 1902. This Constitution, which was adopted on June 6, 1902, and became effective on July 10, 1902, prohibited the education of Blacks and Whites together (Buck, 1952). However, the new state Constitution gave a mandate for public education by providing that the General Assembly of Virginia establish and maintain an efficient system of public free schools throughout the state (Gunter, 2003). Gunter (2003) stated that the Constitution of 1902 also authorized the state board of education to divide the state into school divisions, each to contain not less than one county or city; the magisterial districts within the counties retained by their separate school boards.

The educational ideals for Virginia schools were supported and further extended by Virginia’s subsequent state superintendents. Harris Hart became the Superintendent of Public Instruction on January 31, 1918 (Buck, 1952). As a teacher and principal for several years in the Roanoke public schools and superintendent of schools in the city of Roanoke, Hart was appointed a member of the Virginia Board of Education from 1913-1917. Hart worked hard to change the state’s educational system by establishing new policies and programs. Hart expanded state supervision from 1917-1924 by setting the expectations for supervisors based on his own leadership (Buck, 1952). The Jeanes Supervisors, funded by the Jeanes Fund, were established in many county school divisions during Hart’s tenure. They supervised rural Black teachers, advocating for the Hampton Model curriculum and for involvement of Black parents and communities in their schools (Buck, 1952).

Beginning in the 1930s, Blacks worked together to secure equalization of salaries in Virginia (Richardson, 1976). In the late 1930s the NAACP adopted a strategy toward bringing Negro schools up to an absolute equality with white schools (Tushnet, 1987). The unequal pay scales of Black and White teachers in schools became its first target (Tushnet, 1987). Aline Elizabeth Black, a Black teacher in the Norfolk school system received a substantially smaller

salary than a comparably qualified White teacher (Tarter, 1974). Tarter (1974) stated that racial disparity in salaries had been a long-standing grievance of the Norfolk Teachers Association and the Virginia State Teachers Association, Black professional teacher organizations which together had enlisted the support of the NAACP to challenge the double standard as a violation of the Fourteenth Amendment to the United States Constitution. In March of 1939, Thurgood Marshall filed a lawsuit on the behalf of Black, seeking salary equalization. The Norfolk School Board fired Black in June of 1939 outraging Norfolk's Black community and embarrassing many of the city's White leaders (Tarter, 1974). Subsequently, the Virginia Supreme Court of Appeals denied Black's appeal because she was no longer employed by the Norfolk school system. Thereafter, Melvin O. Alston, another Norfolk teacher, took Black's place as plaintiff in a new case, *Alston v. Norfolk* (1940). The Court of Appeals found for Alston, citing that the salary inequality was based on race and that Alston's 14<sup>th</sup> amendment rights had been violated under the equal protection clause. After filing suit in 1943, the school board acted and worked with Black teachers on a five-year settlement for lost wages. Even though interest was not paid, Black teachers were compensated a total of \$50,000 in back pay and salary equalization was achieved in Norfolk in 1948 (Richardson, 1976). From this case, specific steps were set forth by which the salaries of White and Black teachers should be "completely equalized" by January 1943 (Wilkerson, 1960). The Alston case had national implications after the Supreme Court denied the School Board of Norfolk City's appeal (Kirk, 2009). White leaders learned through the Alston case that they were going to have to work actively to equalize salaries and Black leaders learned that they were going to receive some judicial and political support for their complaints about unequal salaries and unequal facilities.

The NAACP also sought to use Charles Houston's equalization strategy to improve school facilities in Virginia and elsewhere. Walker (2000) stated that advocates of Black students lobbied for gymnasiums and other physical facilities that all-Black schools often did not have in order to make them equal. Advocates also pressed for Black students to have equal cafeterias, activity buses, public address systems, libraries, and lunch rooms. Numerous instances of Blacks seeking better facilities occurred in Virginia.

In Virginia, there were two court cases that illustrate the NAACP's legal strategy of trying to equalize school facilities and then moving to attack segregation directly. These two cases were *Corbin v. County School Board of Pulaski County, Virginia* (1949) and *Davis v.*

*County School Board of Prince Edward County*, (1952). Dr. P. C. Corbin, opened a medical practice in Salem, Virginia, with a roommate from medical school before he moved to the town of Pulaski in 1913 (Tripp, 2006). In Pulaski, Corbin became concerned about education while serving as the president of the Calfee Training School Improvement League. He appeared before the Pulaski County School Board in May of 1936 requesting an accredited high school for Blacks (Tripp, 2006). After the school burned in November 1938, Corbin launched a campaign to equalize facilities for Black students by enlisting the help of Chauncey Harmon, principal of the school, and the National Association for the Advancement of Colored People (Tripp, 2006). Tripp (2006) stated that Corbin petitioned the school board for a new facility and for equal pay for Black teachers. The school board agreed to fund a new elementary school but decided to transport Black high school students to the Christiansburg Industrial Institute in Montgomery County rather than operate a high school of its own (Tripp, 2006). After his youngest son enrolled in Christiansburg Industrial Institute, Corbin filed suit alleging that the school busing arrangement violated his equal-protection clause of the Fourteenth Amendment because his son was not able to participate in extracurricular activities. In *Corbin v. County School Board of Pulaski County, Virginia*, Judge Alfred Dickinson Barksdale ruled in the school board's favor on May 2, 1949. After appeal the following November, the Fourth Circuit Court of Appeals reversed the lower court's decision based on manifest inequalities (Tripp, 2006). Tripp stated that Corbin's victory was one of only six successful lawsuits supported by the NAACP in its legal campaign to equalize school facilities before *Brown v. Board of Education* .

In April of 1951, high school students at Robert R. Moton High School in Farmville, Virginia, staged a walkout due to unequal facilities at their school compared to the high school attended by White students (Richardson, 1976). Richardson (1976) stated that these students tried to work out the situation peacefully by requesting a meeting with the superintendent before they wrote a letter to the NAACP requesting their help. The NAACP sent attorneys Spotswood Robinson and Oliver Hill to Farmville to explain to the students and their parents that according to a recently adopted policy, they could not enter into litigation unless the suit was filed to abolish school segregation completely rather than to achieve equalization of the school facilities (Richardson, 1976). For more than a year a committee representing the Parent Teachers Association met with the School Board in an effort to obtain better school facilities (Richardson, 1976). Richardson (1976) stated that after the visit by the lawyers, the Parent Teachers

Association voted unanimously to sue the school board for integration. Robinson and Hill then filed suit against the school board in *Davis v. County School Board of Prince Edward County* (1952). After taking the case to court, the U. S. District Court ruled in favor of the School Board of Prince Edward County. On appeal, the Supreme Court joined the Prince Edward County case with several other cases and ruled on them under *Brown v. Board of Education* (1954) ending de jure school segregation in the United States.

### **A Brief History of the City of Roanoke**

Mark Evans and Tasker Tosh are considered to have been the first Whites to settle in the Roanoke Valley based on their having the best land and prime spots in the valley (White, 1982). White (1982) wrote that Evans had a spring under the mountain to the South, known as Crystal Spring, where some 1900 acres had already been cleared by Indians to provide for buffalo and deer. Tosh had the river bottoms along the Roanoke River where the soil was richest and eventually became the area for the Roanoke City Mills, Victory Stadium, and numerous businesses (White, 1982). Walled in by mountains on all sides, this land had been cleared by Native Americans as a hunting refuge to provide pasturage for herds of deer and buffalo which came to lick the salt from the marshes around the saline springs. These same marshes, eventually called Big Lick, would become the very center of the City of Roanoke about 150 years later (White, 1982).

Big Lick became the City of Roanoke in 1882 (Shareef, 1996). Big Lick was a tobacco depot with about 1,000 residents in 1882 until a group of native businessmen used tax breaks, cash bonuses, and land grants to convince a Philadelphia investment firm to select the town as a junction, headquarters, and machine shops for its Norfolk & Western and Shenandoah Valley railroads (Dotson, 2007). The Norfolk & Western and Shenandoah Valley railroads brought many newcomers, including both Blacks and Whites to the area (Dotson, 2007). Roanoke did not see a mass migration of Blacks to Northern factories as did other Southern communities in the post-Civil War period (Shareef, 1996). Shareef (1996) stated that one important reason was that many of the city's Blacks were skilled laborers and the newly developing rail lines offered significant job opportunities. While building the town in 1882, the town lines were drawn along railroad tracks separating the north and the south sides. Even though the town layout was described as a natural progression, it effectively segregated the different sections of the

community. Blacks lived in the northwest section of town by Gainsboro while Whites lived in the southwest part of town by Mill Mountain (Dotson, 2007).

Regional boosters, encouraged by the town's seemingly spectacular rise from nowhere, declared Roanoke the Magic City of the New South and guaranteed that Roanoke would eventually become the Atlanta of Virginia. Like Atlanta, the society that emerged in the so-called Magic City was deeply divided by class and race (Dotson, 2007). White immigrants from the countryside and working-class residents from the North existed in one world, upper-class natives and newcomers in another, and Black residents in yet a third. Dotson (2007) stated that most of the town's White working classes lived in company-owned housing, Native and newcomers lived a world of exclusive societies and fraternal orders, while Blacks lived in a world of exclusion, almost entirely outside the White society. Blacks resided in completely separate sections of town, where they created a flourishing culture of sports, music, dance halls, eating houses, professions, and saloons that White inhabitants rarely frequented (Dotson, 2007).

During the 1890s, the Gainsboro area was the center of Black commercial and professional life in Roanoke (Shareef, 1996). Shareef (1996) stated that most professional Blacks lived and practiced their professions in the Gainsboro district. Gainsboro had transitioned into a predominantly Black neighborhood by 1880 (White, 1982). White (1982) stated that by 1880, the population of Gainsboro was a total of 272 Blacks compared to 67 Whites. The railroad had a major influence on the growth of Gainsboro and the Black community (White, 1982). Many Blacks were hired to work on the railroad. In the center of Roanoke where the railroad was located, Black businesses and social life thrived (Shareef, 1996). Shareef stated that the area was known as the Yard. In this part of the town, Blacks owned businesses, grocery stores, restaurants, hotels, and clubs.

One of the Black hotels that still stands today is the Dumas Hotel (Shareef, 1996). Shareef stated that many Black entertainers stayed at the Dumas Hotel when they came to Roanoke. Entertainers such as Duke Ellington, Cab Calloway, and Count Basie, were guests at the hotel (Shareef, 1996). The Dumas Hotel is also credited for being a frequent place to stay for Oscar Micheaux. Micheaux is recognized as the nation's first Black filmmaker. His film corporation was located on Henry Street in downtown Roanoke, Virginia. Micheaux filmed a few scenes in Roanoke, one of which included the late Oliver Hill, who was to be one of the attorneys in the Prince Edward County case (Hill, 2000).

The Black community formed an all-Black baseball team in 1883 called the Roanoke Slippers. The Roanoke Slippers played other all-Black teams from around the region and were supported by many Black fans attending the games (Dotson, 2007). Blacks also established a Roanoke Brass Band in 1886. The Brass Band held a parade in downtown Roanoke (Dotson, 2007).

Roanoke was not always a place where Blacks and Whites lived peacefully in their own sections of town divided by railroad tracks (Dotson, 2007). Racial tension in Roanoke increased dramatically as evidenced by four different events. These events were the murder of Lizzie Wilson in 1884, the lynching of William Lavender in 1892, the Roanoke Riot of 1893, and the hanging of Henry Williams in 1904 (Dotson, 2007). All of these cases involved Black men as the accused.

In the case involving Lizzie Wilson, a Black man was accused of murdering Wilson. Wilson's sister claimed that a Black man abducted Wilson and dragged her off to the woods where her body was found. No one was ever convicted for the murder of Wilson. In the case involving William Lavender, Lavender was lynched for allegedly raping a White girl. The Roanoke Riot has been labeled the worst racial incident ever to take place in Roanoke. In 1893, Thomas Smith, a Black man, was accused of beating a White woman with a brick. After being identified by the White woman, Thomas Smith was taken to jail (Dotson, 2007). Dotson (2007) stated that a mob gathered and demanded Smith be turned over to them to be lynched. After the mayor and the police refused to give Smith over to the mob, gunfire broke out injuring the mayor in the foot, killing eight people, and wounding 31 other people. After the gunfight, the mob took Smith from the authorities, lynched him, and burned his body. The mob even threatened to bury Smith in the mayor's yard. In the Henry Williams case, Williams was accused of beating a White woman and her daughter with an ax, raping the woman, and then cutting her throat (Dotson, 2007). Due to the fresh memory of the Riot of 1893 still permeating the community and the town authorities desire to minimize further violence, Williams was hung at the town jail after a quick trial.

In the early 1900s, Roanoke was on its way to recovery from a recession and the Black community started to grow. Four influential people are noted for helping the Roanoke Black community grow and for their roles in improving life for Blacks. Lucy Addison, Dr. Isaac David Burwell, Reverend L. L. Downing, and Andrew Jackson Oliver helped transform the Black



community in the areas of education, medicine, religion, and law (Shareef, 1996). Ms. Lucy Addison has been noted earlier as a person who was a leader in public education and the Black community in Roanoke, Virginia (Shareef, 1996). Shareef (1996) stated that the Roanoke Valley was privileged to have access over the years to outstanding medical care due to the contributions of legendary physicians such as Burwell. Similarly, Reverend L. L. Downing facilitated the growth of the church in the Roanoke valley and was involved in a number of activities related to civic betterment (Shareef, 1996). Lastly, Andrew Jackson Oliver was one of the first African Americans to practice law in Roanoke (Shareef, 1996).

Roanoke blossomed quickly and construction started to increase during the years from 1918 to 1948. Many landmark structures were built and businesses were begun during this time, including the Patrick Henry Hotel, WDBJ7 television, and the Roanoke main public library. Many suburbs were annexed into the city during the period including the Raleigh Court, Virginia Heights, Villa Heights, Forest Park, Wasena, and South Roanoke neighborhoods (White, 1982). The large number of Black families migrating to the Roanoke area led to the construction of the new Lucy Addison High School on Orange Avenue and Fifth Street (White, 1982). Not long after the erection of the school in 1952, the Supreme Court outlawed segregation in public schools in May of 1954 (White, 1982).

To foster a smooth desegregation of the Roanoke community schools, after the *Brown v. Board* decision was announced, six White and six Black male volunteers worked together as a biracial committee. G. Frank Clement, Ben F. Parrott, Gordon Willis, Arthur Taubman, William A. Lashley, John W. Hancock, Emmett L. Green, Lawrence H. Hamlar, Maynard H. Law, George P. Lawrence, A. Byron Smith, and R. R. Wilkinson helped plan and carry out desegregation in the city's public schools (White, 1982). The teamwork and unity of the 12 men working together also facilitated the desegregation of theaters, restaurants, businesses, and major employers in Roanoke. Their influence even sparked the closing of the Washington Park dump. After the Black community had complained for more than 15 years, this eyesore and rat-infested area in the northwest section of town where many Blacks lived was finally demolished in 1963 (White, 1982).

## **Black Education in Roanoke Prior to the Closing of Lucy Addison High School**

Formal education for Roanoke Blacks began well before the beginning of the twentieth century. Schooling for Blacks in Roanoke started in a one-room log building constructed in 1872 known as the Old Lick School. During the 1880's, Roanoke built five public schools for Whites but only one for Blacks (Dotson, 2007). Between 1900 and 1935 a total of five schools served the educational needs of Roanoke's Black community: Gainsboro Elementary School, Gregory Elementary School, Gilmer Elementary School, Harrison School, and Lucy Addison High School (Shareef, 1996). Gregory Elementary school was built in 1893. The other three elementary schools were built soon thereafter to relieve overcrowded conditions in Gregory Elementary (Shareef, 1996). The first Lucy Addison High School was built in 1928 (Shareef, 1996).

Melrose Elementary, originally built in 1900, was initially an all-White school. In 1935 Melrose was converted to an all-Black school and renamed Loudon Elementary. Shareef (1996) made a point to highlight that the school served the educational and social needs of hundreds of students from the communities located along Loudon, Gilmer, and Center Avenues. The Harrison School, a combined school, where Ms. Lucy Addison was the first principal, was built in 1916. Harrison School graduated its first three students in 1924. Their names were J. Clodius Toles, J. Arthur Spencer, and Richard E. Jones (Shareef, 1996).

In 1928, Lucy Addison High School became the first true high school built in the City of Roanoke for Black students (Shareef, 1996). Housed on Douglass Avenue, this school was named in honor of Ms. Lucy Addison, the pioneer Black teacher and principal. For 24 years, Black Roanoke students graduated from Lucy Addison High School and took their places as contributing citizens throughout the nation.

During the 1930s and 1940s, there was an effort to equalize salaries for Black teachers. The Virginia State Teachers Association met and passed a resolution at the 1935 convention to appeal to the state to equalize teachers' salaries (Richardson, 1976). Through several efforts of appeals to local school boards, the Black teachers' efforts were ineffective. The Virginia State Teachers Association eventually resorted to litigation while working with the NAACP. After the *Alston v. Norfolk* (1940) decision, the Roanoke City School Board began to gradually equalize Black teachers' salaries. Over a four-year process, the Black teachers' salaries were raised to equal those of White teachers (Roanoke City School Board Minutes, August 17, 1945).

Roanoke did not endure many of the upheavals other areas within the state of Virginia experienced after the *Brown v. Board* (1954) decision. The process of desegregation was made smooth in Roanoke by the 12-man biracial committee (White, 1982). This committee consisted of men from the Black community and the White community. The committee met on a regular basis from 1960 to 1968 to discuss issues dealing with school desegregation and integration of public facilities (Potter, 1996).

In 1952, the first Lucy Addison High School was converted and renamed the Booker T. Washington Junior High School to honor one of America's greatest educators (Shareef, 1996). In an effort to support the growing Black population in the City of Roanoke and to provide up-to-date facilities for the Black students, three other schools for Black students were built between 1951 and 1961. The second Lucy Addison High School was erected in 1951 and began operation in 1952. Lincoln Terrace Elementary was constructed in 1959, and Hurt Park Elementary was built in 1961. Hurt Park Elementary was enlarged in 1970 and again in 1975. These schools were constructed to teach all-Black students (Shareef, 1996).

An article that appeared in the Roanoke World News on June 3, 1963, listed a series of events from May 1954 through June 3, 1963 that shaped desegregation in Roanoke ("Integration," 1963). An attorney for the Roanoke Branch of the NAACP requested that Roanoke City Public Schools desegregate the school system (Roanoke City School Board Minutes, June 20, 1960). Roanoke schools desegregated in 1960; however, there were only nine Black students who were involved in the desegregation in that year. The school board assigned these nine Black students to previously all-White schools at their August 15, 1960, meeting (Roanoke City School Board Minutes, August 15, 1960). The two oldest students at that time were in the seventh grade. The remaining seven students were all elementary school students. By 1963, the two older students were 10<sup>th</sup> graders at either the formerly all-White William Fleming High School or Jefferson High School. Additionally by the fourth year of desegregation, 1964, other Black students were attending William Fleming and Jefferson. By 1964 students at Lucy Addison would have been aware of their Black peers attending William Fleming or Jefferson.

Even though these nine Black students were involved in the desegregation process in 1960, there were 30 additional Black students who had applied to attend formerly all-White schools. The parents of 28 of these students filed suit against the Roanoke City School Board seeking admission to White schools and an injunction against the continued operation of

segregated schools in Roanoke. In the court case *Green v. School Board of City of Roanoke Virginia* (1970), the U.S. District Court for the Western District of Virginia, Roanoke Division, finally approved the Roanoke City School Board's plan for a unitary school system. Until this decision was approved, all-Black and all-White schools continued to exist. As a result of this case, all Roanoke City Public Schools were desegregated in the fall of 1970. The board's initial plan called for Lucy Addison High School to cease operation as a high school and be converted to a vocational school, but was overruled by Judge Ted Dalton of the U. S. District Court of Western Virginia ("700 Protest Plan,"). But perhaps because of the Black community's protest, Addison was integrated rather than closed. After three years of operation as an integrated high school, Lucy Addison High School was closed in 1973 and repurposed into a junior high school.

### **The Value of All-Black Schools**

Desegregation affected Blacks in profound ways that they had not imagined prior to its arrival, and much of the effect was fundamentally cultural (Jeffries, 1994). Blacks developed cultural values during segregated times that can be seen as the motivational glue that kept a struggling people striving during their tumultuous beginnings in America (Jeffries, 1994). Jeffries (1994) stated that Blacks relied on a combination of their culture and previous experiences to gain a sense of familiarity, stability, and power. He further stated that cultural performance was a tool for experimenting with ways to survive in times of strife and hard times.

All-Black schools helped support Black students in their quest for a prosperous and productive life with a strong foundation in education. Human relations were essential to the educational process of Black students, regardless of methods, educational philosophy, or physical plant (Sowell, 1974). Sowell (1974) argued that for the educational process of Black students to move forward, positive human relations had to be present. The encouragement that Black students received from Black teachers helped provide structure and consistency to the educational process. When public schools were a novelty, most Black Virginians were thrilled to have any free education at all. Moreover, they liked having schools of their own, not subject to White interference, in which Black children would feel more comfortable and not be taunted with racial epithets ("Beginnings," [www.vahistorical.org/civilrights/education.htm](http://www.vahistorical.org/civilrights/education.htm)).

In spite of racism and the negative effects of living in a segregated society, graduates of Black high schools have made many outstanding contributions to society (Walker, 2000). Many

Black students succeeded in higher educational institutions around the nation due to the structure and consistency they received while attending all-Black schools (Slade, 2004). Being taught by Black teachers and having the opportunity to have a principal that was Black as well helped create a sense of pride in the school and helped cultivate strong relationships. A true “village raise a child mentality” was prevalent in the Black community and supported Black students not only in education, but also in learning about life. There were three primary supports contributing to the value of all-Black schools which are identified as supports in the research literature. They are (a) the importance of a spiritual foundation, (b) high expectations from administration and teachers, and (c) parental and community support (Morris & Morris, 2000; Slade, 2004; Walker, 2000).

### **The Importance of a Spiritual Foundation**

Support from churches for Black education can be seen as far back as colonial times (Heatwole, 1916). Members of church parishes sometimes helped support Blacks in receiving an education. During the attempts to establish free schools, White Virginia clergymen from the parish or community helped educate Blacks in their parish houses in the late 1600s. These clergymen had been educated in the best English schools and saw educating Blacks as a means of adding to their income over and above their regular salary (Heatwole, 1916). Sunday schools were established to teach Blacks how to read the Bible. Northern missionaries further supported Blacks education. Led by the American Missionary Association, English clergymen, Presbyterians, and the Quakers joined in educating Blacks by training those in bondage, making formal training available, and by teaching Blacks how to read and write (Bullock, 1967).

Prior to the Civil War, planters took an active role in providing a religious education for their slaves (Bullock, 1967). Bullock (1967) stated that planters established Sunday schools mainly to make slaves more obedient, but also in an effort to require Bible reading as a home-study program. Despite the general fear that literacy would expose the slaves to abolition literature and stimulate revolt in their ranks, some Southern religious leaders insisted that, instead, literacy was the potential savior of the slave system (Bullock, 1967).

Future Civil War officers and Northern sympathizers worked to establish schools and to educate freedmen and slaves (Meagher, 1939). In 1840, Stonewall Jackson, who was to become a general in the Confederate Army taught at Lexington, Virginia, a secular Sunday school which

was a means used to teach hundreds of slaves the elements of education and religion (Meagher, 1939). This education from the church put into place a strong foundation and an enduring heritage of Blacks keeping God first in their schools and their lives. Black students in all-Black schools almost always started their school day with a devotion that consisted of a song, a reading from the Bible, a prayer, and the Pledge of Allegiance (McCullough-Garrett, 1993).

The American Missionary Association (AMA) further supported the importance of a spiritual foundation by encouraging slaves to learn how to read the Bible and become educated (Bullock, 1967). The AMA continued to support ex-slaves and their children after the Civil War in learning how to read and write. The American Tract Society of the AMA published a common school curriculum of readers such as *The Freedmen's Primer*, *The Freedmen's Spelling Book*, *The Lincoln Primer*, and the *First*, *Second* and *Third Freedmen's Readers* (Anderson, 1988). Lastly, the AMA supported the Hampton Institute with a great deal of financial support in the years following the Civil War to help create a rise in public education for Blacks. Due to the AMA's support for the Hampton Institute, the Institute's curriculum stressed honesty, values, and the moral foundation of Sabbath schools (Anderson, 1988).

High expectations from administrators and teachers were evident in the Hampton-Tuskegee curriculum of education. A condition for admission to Hampton was the "intention to remain through the whole course and become a teacher" (Anderson, 1988, p. 34). Anderson (1988) stated that the goal was achieved because 84% of the 723 graduates from Hampton's first twenty classes became teachers. Samuel Chapman Armstrong, the founder of the Hampton Model, had a blueprint for the development of prospective teachers at Hampton. He wanted to work the teachers long and hard so that they would embody, accept, and preach an ethic of hard toil or the "dignity of labor" (Anderson, 1988, p. 34). Anderson (1988) stated that Armstrong then believed the normal school graduates could develop the appropriate values and character to teach the children of the South's distinctive Black laboring class.

Parent support and community support for Black schools were strongly encouraged by the Jeanes Fund. This fund cooperated with Southern public school authorities in employing supervisors of teachers (Anderson, 1988). These supervisors were appointed by the county superintendent, worked under his direction, and were considered members of his regular core of teachers. Anderson (1988) stated that the Jeanes Fund paid 84% of the teacher's salaries in the early years to teach and supervise elementary industrial work and promote the school and

community clubs. Anderson (1988) further stated that the largest proportion of the supervisors' time was consumed in raising money for new schoolhouses and school equipment and in efforts to extend the school term.

A strong faith in God, even while witnessing injustice and cruelty being inflicted on themselves and others, motivated many Blacks to keep a positive attitude and to continue moving forward in their pursuit of education as a means to achieve success in life. Many Blacks attended Christian churches, Sunday school, and participated in church activities to cultivate a relationship with the church family, community, students, and with God. In her study of the nine elementary students who desegregated the Roanoke City Public Schools in 1960, Poff (2014) described how one family discussed the importance of faith to their family and how their identity was based on being children of God. During church activities, such as worship services, Black students learned about the Bible, God's blessings, and the support they would receive from God by placing Him first in their lives (Morris & Morris, 2000; Slade, 2004; Walker, 2000). The pastoral messages connected the struggles of Black students' lives to success in life and pointed out how, by maintaining a relationship with God, they could succeed in spite of life's concerns and challenges. In Sunday school, Black students were able not only to read the Bible, but also to learn about and ask individual questions in relation to the Bible and struggles that many Black people in the Bible endured in their lives with the help of Almighty God. The importance of a spiritual foundation has long been part of the Black experience.

### **High Expectations From Administrators and Teachers**

By having a strong spiritual foundation first, Black students learned many of the principles of God's word during church services and Sunday school which created high expectations for them in their schools (Walker, 2000). Many of their principals and teachers also took an active role in the church teaching Sunday school classes, directing choirs and clubs, and serving as church leaders. Conway (2002), in his study of African-American teachers in Central Virginia spoke about how teachers were an integral part of the larger communities in which they lived. Because of the roles teachers and administrators held in the church, Black students not only respected their teachers and administrators, but also admired them too (Walker, 2000). Poff (2014) described experiences of students in all-Black schools who attended church with teachers and administrators from their school.

Some of the same relationship-building that took place in the church also took place in the school (Walker, 2000). The teachers and administrators in all-Black schools not only provided a strong educational foundation but also helped teach Black students about the value of life (Morris & Morris, 2000). Conway (2002) believed the reason for the high expectations from teachers was because of the strong relationships that teachers developed for those students. Teachers communicated high expectations to Black students; excellence was stressed and homework was a must (McCullough-Garrett, 1993). McCullough-Garrett (1993) communicated that Blacks were taught leadership skills and parliamentary procedures through student participation. McCullough-Garrett (1993) stated that to graduate from all-Black high schools in North Carolina, Blacks had to be proficient in public speaking, writing, and communication. They had to memorize and recite 100 selections from literature that represented human struggles, worth, dignity, and victory (McCullough-Garrett, 1993).

Because of these strong connections, most Black students in all-Black schools wanted to please their teachers and principals. Black teachers and school administrators had high expectations for Black students not only in church, but also in school. Due to their high expectations, failure was not an option. Black students were taught that they could be whatever they wanted to be (Jeffries, 1994). Black teachers used opportunities to place Black students in actual leadership positions so that they could conceptualize themselves in these positions (Jeffries, 1994). The teachers made the students do their work and made sure they completed their lessons. If students did not complete their work, they stayed after school as long as necessary to make up their lessons (Walker, 2000). Tutoring sessions were provided to the students at school, at the church, and sometimes in the student's or teacher's home. The teachers and principals took a strong interest in seeing the Black students succeed because they had first-hand knowledge of the struggles that Black students would face in life. Conway (2002) found that Black teachers believed that a good education was one of the main factors that would ensure success for the Black community. Sowell (1974) indicated that the teachers and administrators were in "sympathy with the youth whose problems and aspirations they understood only too well" (p. 13). This sympathy for Black students not only motivated the Black teachers to make sure the Black students succeeded but also inspired the Black students to work hard and not let their teachers or administrators down. Conway (2002) indicated that the teachers were aware of the strong influence they had on their students.



The power of strong relationships supported Black students' efforts to receive a quality education and to establish a strong foundation in life. Building self-esteem and confidence in Black students was identified as key prerequisites before education could begin (Jeffries, 1994). Jeffries (1994) stated that empathy was important in helping educators relate to their students. Many Black educators believed that sharing their students' viewpoints and experiences helped them build the self-esteem of Black students and helped the students to understand oppression and to realize there were constructive ways of overcoming it.

### **Parental and Community Support**

Parental involvement was particularly important in all-Black schools because the Black culture was not a permissive culture (Sowell, 1974). Sowell (1974) stated that when Black parents have become involved in a school, they have sometimes urged a stricter discipline than the school was prepared to impose. Parents of students in all-Black schools supported their children at school and in the community in a variety of different ways. The educational process at all-Black schools included parents being involved in the education of their children. First, parents taught their children respect for themselves and for people around them and that demonstration of respect was an expectation whenever they left the home. Students were taught values and morals to use in the school and in the community and suffered disciplinary action at home if they disobeyed their teachers (Morris & Morris, 2000; Slade, 2004; Walker, 2000).

Parents of students who attended all-Black schools expected their children to uphold the family name and treat their principals and teachers with respect. Poff (2014), in her study of the first nine Black students that desegregated Roanoke City Schools, found that all nine of the participants in her study "relayed information about their family's support for them during their schooling experience ... and spoke of their family's high regard for education" (p. 146). Secondly, many parents were in attendance at church and school functions. A lot of the parents had high expectations of their children's behavior at school and at church. Parents modeled what they expected of their children by being present and supporting both places, the school and at church. Trying to support their children, many parents were present during school-related activities such as parent-teacher conferences, school performances, and community events. Poff (2014) described in her study how many of her participants' parents were actively involved in their children's schools. They attended parent-teacher conferences, made sure homework was

completed, and attended events at the school (Poff, 2014). Parents and the schools consistently worked together to teach morals and etiquette to Black children (McCullough-Garrett, 1993). Conway (2002) found that Black teachers knew it was important to involve the parents in the educational process. Many parents held influential roles in monitoring, supervising, and volunteering in events or performances. Parents were often present at extracurricular and athletic events to support the school and their child both during the school day and after the school day had ended. During segregation when Blacks were not getting a fair and equitable chance to progress in life, many Black parents saw it their duty to motivate, cultivate, and inspire their children to actually be better than the White race. These forms of support placed the school at the cultural center of the segregated community (Walker, 2000).

All-Black schools provided Black students with three critical supports: (a) a strong spiritual foundation, (b) high expectations from administrators and teachers, and (c) parental and community support. Those supports helped build Black students' self-esteem, motivate them as students in education, and brought about a closeness as a race based on students, parents, teachers, administrators and the community striving as a whole for the common goal of a quality education. Based on the information gathered from the research literature on all-Black schools, the researcher was interested in investigating whether the same supports were received by students at Lucy Addison High School from 1963-1970 in the city of Roanoke Virginia.

## **Chapter 3**

### **Methodology**

The purpose of the study was twofold. The primary purpose was to document the experiences of the graduates of the classes of 1963-70 of Lucy Addison High School, an all-Black High School in Roanoke, Virginia. The secondary purpose was to determine if the supports found in literature about all-Black high schools prior to desegregation (Jeffries, 1994; Morris & Morris, 2000; Slade, 2004; Sowell, 1974; Walker, 2000) were present in the Lucy Addison students' experiences during those years. The supports are (a) the importance of a spiritual foundation, (b) high expectations from school administrators and teachers, and (c) parent and community support. The researcher focused on understanding the climate, culture, and foundation that supported the Lucy Addison High School students.

### **Research Design**

The design of the study involved elements of historical and qualitative research methodologies. Historical methodologies were important because they allowed the researcher to focus on a specific school and trace the experiences of the students who attended it. The key to historical case studies, organizational or otherwise, is the notion of investigating the phenomenon over a period of time (Merriam, 1998). Merriam (1998) stated that handling historical material is a systematic process that involves distinguishing between primary and secondary sources. *Primary Sources* are records created by those who lived through the events being investigated (Furay & Salevouris, 2000). They are the records of contemporaries who participated in, witnessed, or commented on the events the researcher is studying (Furay & Salevouris, 2000, p. 144). Examples of primary sources of information are business ledgers, letters, diaries, government documents, newspapers, reports, registers, and photographs. Secondary sources give an account of the period in question written after the events have taken place. Secondary sources are often based on primary sources (Furay & Salevouris, 2000). These sources of information can be books, articles, essays, and lectures through which we learn most of the history we know (Furay & Salevouris, 2000). Both primary and secondary sources were used to complete the study. Following accepted historical research methods, primary sources including both artifacts and documents were also utilized to complete the study. Artifacts such as yearbooks and photographs were treated as primary sources. In addition, some documents including

contemporary newspaper articles and relevant records retained by the study participants from their years at Addison were treated as primary sources. School board minutes, general histories, and other records that depicted the school's heritage and legacy within the community of Roanoke were treated as secondary sources to support the primary sources and to provide historical context.

The researcher employed qualitative methodologies principally by collecting, analyzing, and interpreting primary source data obtained from interviews of students who attended Lucy Addison High School from 1963-1970 to compile accounts of their school experiences. Merriam (1998) stated that interviewing is necessary when researchers cannot observe behavior, feelings, or how people interpret the world around them. She also stated that interviewing is necessary when researchers are interested in past events that are impossible to replicate (Merriam, 1998).

Triangulation of data sources was employed to assure the credibility of the data and the researcher's interpretation of them. Triangulation refers to the process of using multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings (Merriam, 1998). Data from interviews, documents, and artifacts were triangulated against one another to provide a comprehensive and accurate record of the experiences of the students who attended Lucy Addison High School.

### **Participant Selection**

In *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*, Irving Seidman (2006) stated that a researcher can approach the experience in contemporary organizations through examining personal and institutional documents, through observations, through exploring history, through experimentation, through questionnaires and surveys, and through a review of existing literature. He also stated that "the primary way a researcher can investigate an educational organization, institution, or process is through the experience of the individual people, the 'others' who make up the organization or carry out the process" (Seidman, 2006, p. 10).

The researcher selected primary and secondary participants for the study based upon (a) their affiliation with the school, (b) individual success in education and overall life, (c) the time they graduated from or were involved with Lucy Addison High School, and (d) the area in the Roanoke community in which they lived. Care was taken to assure representation of all four

criteria inasmuch as possible. The primary participants chosen for the study were graduates of the classes of 1963-70 of Lucy Addison High School. The researcher chose nine males and seven females to be interviewed for the study.

One of the gatekeepers, described below, identified some of the potential participants to the researcher. The researcher also reviewed several yearbooks and chose other Addisonians with whom he was familiar in the community. The researcher has strong ties of his own with the school's history and legacy. The researcher had the opportunity to come to the school as its assistant principal in 2003. After serving as assistant principal for three years, the researcher was appointed as principal of the school by the Roanoke City School Board during the summer of 2006. The researcher has served as the principal of Lucy Addison Middle School for eight years. He has worked at Lucy Addison Middle School for now a total of 11 years. The researcher has had the opportunity during his tenure to work with Lucy Addison High School graduates on the Wall of Fame Committee, often giving tours to the various classes of Lucy Addison High School, and by being involved in many of the Lucy Addison High School reunions of the different classes of Lucy Addison High School. Additionally, the researcher has several relatives who attended Lucy Addison High School. His time spent in the school learning the culture, climate, legacy, and heritage of Lucy Addison High School enabled him, with the assistance of gatekeepers, to identify and select participants for the study. Merriam (1998) described this process as purposeful sampling.

As a result of the purposeful sampling, the primary participants in the study effectively became an elite group. Therefore, elite interviewing was used by the researcher as a research technique for the study. Elite interviewing, by nature, can provide a subjective account of an event or issue (Richards, 1996). There are a number of advantages of elite interviewing including: (a) providing narratives about the participant's background and point of view, (b) providing commentary or interpretations of events based on their experiences, and (c) providing entrée' to information that may not be accessible otherwise (Moysen, 2006). Richards (1996) wrote that "as the research content itself, a set of these [elite] interviews is clearly appropriate for the study of recent historical change, process-tracing studies of policy enactment or implementation, the role of memory and perception in political or social activity, and the role of elites (broadly defined) in a political, social, or economic process" (p. 2). In this study, the elites' (the students selected as participants) oral histories were used to determine if the supports found

in the literature about all-Black high schools prior to desegregation were experienced at Lucy Addison High School during the period after desegregation but before integration of all Roanoke City secondary schools (1963-70). By using the Lucy Addison Wall of Fame Committee membership as an elite group, the researcher was able to achieve a deep understanding of the experiences of students who were successful at Addison, of the context within which the students and faculty operated both at the school and in the community, and of the supports for the students that existed during the period.

Participants initially were identified by two gatekeepers. The term gatekeeper refers to the pathway used by researchers to access people with information about the topic under study. Gatekeepers control the access to those people (Seidman, 2006). Louise Bond-Cheatham, the first gatekeeper, graduated from Lucy Addison High School in 1960. As the chairperson of the Lucy Addison Wall of Fame Committee (WOFC), Bond-Cheatham has worked to establish and cultivate the WOFC to preserve the history of Lucy Addison High School. In his role as the principal of Lucy Addison Middle School, the researcher heard Bond-Cheatham speak about the camaraderie of the Lucy Addison High School alumni, the strong bond among alumni, the consistent participation in class reunions, and their involvement in other class activities since their individual graduations. Therefore, he sought her out to be an initial gatekeeper for the study. The second gatekeeper was Willard Terry. Terry attended Lucy Addison after its closure as a high school when it reopened as a junior high school in 1973. Although he was a student at Lucy Addison after the period under study, Terry was able to help the researcher by providing specific names of administration, executive staff, and teachers who were on the staff of the school. Having grown up in the Lucy Addison community, he was also be able to assist the researcher in making additional contacts and in understanding the overall perception of the school within the community. Terry shared both his perception of the legacy, foundation, and heritage of the school with the researcher as well his belief that Addison High School is still an important presence in the community today.

Listed below are the names of Lucy Addison high school students, faculty and staff, and community members who were interviewed for the study. Their affiliation with the school or community, and year of graduation from Lucy Addison High School are also listed.

## **Primary Participants**

### **Students**

Lois Bond-Booker	Class of 1963
Sherwood Kasey	Class of 1963
Donnell Freeman, Jr.	Class of 1964
Louise Johnson	Class of 1964
Charles Price	Class of 1965
Don Shovely	Class of 1965
Loretta Kasey Alston	Class of 1966
Ivory Morton	Class of 1966
Mae Huff	Class of 1967
Joyce Ross	Class of 1967
Ruth Campbell Claytor	Class of 1968
William Pannell	Class of 1968
Michael Cooper	Class of 1969
Alvin Nash	Class of 1969
Deborah Sessoms	Class of 1970
Roland Lovelace	Class of 1970

### **Secondary Participants**

#### **School Administrators and Executive Staff**

Charles Day	LAHS Principal (1970-1973) PE Teacher at LAHS (1966-1968)
Hilda Day	Accounting Clerk at LAHS (1964-1970)

#### **Teachers**

D. C. Broady	English Teacher (1959-1970)
Dennis Johnson	Mathematics Teacher (1970-1973)
Delores Johns	Distributive Education Teacher (1965-1969)

## Community Members

George Miller

(1957-2014)

George Miller began attending many Addison activities and sports as a young child. He had sisters and brothers who attended the school, as well as his Aunt, Jackie Hilton, who taught home economics at Addison High School. At the present time, Mr. Miller is on the Bulldog Jazz Committee that arranges music for the high school classes of Lucy Addison High School during class reunions.

Duke Curtis

(1930-1973)

The Hamlar and Curtis Funeral Home, for whom Mr. Curtis worked, supported Lucy Addison High School with patrons and financial support during this time period

Shirley Stewart

Graduate of LAHS 1956

Coach at LAHS and physical education teacher from 1969-1973

Robyn Lovelace

(1968-1970)

Student at Lucy Addison High School before being moved to William Fleming due to desegregation

## Instrumentation

The researcher followed the procedures outlined by Valerie Raleigh Yow (2005) in her book, *Recording Oral History: A Practical Guide for Social Scientists to Develop the Interview Protocol*. Yow (2005) lists several steps for successful interviews. She first suggests that the interviewer set up an initial meeting to explain the reason for the study. Next, Yow advises that the interviewer should conduct the initial interview in which rapport is built, careful listening takes place, and probing questions are asked of the interviewee. Finally, Yow recommends “if there is any indication at all that the narrator has more to tell you, ask for a second interview” (Yow, 2005, p. 114).



To gather accurate and current information in relation to the study, the researcher developed an initial set of questions to field test for possible use with the students who attended Lucy Addison High School from 1963-1970 (the primary participants). The questions were designed to get students to describe their experiences while at Lucy Addison High School and to identify supports they received while in school. Each question was cross-referenced to one of the four research questions in a matrix. See Appendix D for the initial interview questions. After field testing the initial interview questions, the questions were modified to reduce the redundancy of questions for the participants. The researcher then finalized the questions with a final set of questions. See Appendix E for the final set of interview questions. The matrix that cross references the initial interview questions with the research questions is in Appendix F.

The researcher field tested the interview questions developed for use with the primary participants with two participants whose educational experiences paralleled those of the Addison students. The field test participants were his father, Robert R. Johnson, Sr., and Dr. E. Wayne Harris. Both are graduates of G. W. Carver School in Salem, Virginia, another all-Black High School in the Roanoke area.

The researcher gained valuable experience by conducting the field test interviews. After transcribing both field test interviews, the researcher coded, analyzed, and interpreted the data. The field testing allowed the researcher to understand that some of the questions were redundant. Consequently, the researcher combined some of the questions to minimize repetition. From the analysis and interpretation of the data, the researcher attained an idea of the climate, culture, and day-to-day activities that took place at Carver from both students. The researcher also documented the supports that Johnson and Harris received at Carver through their field test interviews.

Once the questions for the primary participants were finalized, the researcher then developed a different set of questions for secondary participants from the community, administration, executive staff, teachers, and students that attended Lucy Addison High School from 1963-1970 (see Appendix G). The secondary participant questions were developed using topics such as the community members' experiences with Addison, the supports the students received from the community while at Addison, how the community felt when they heard Lucy Addison was going to close, and what impact the community felt Lucy Addison had on the students and the community.

## **Institutional Review Board Approval and Informed Consent**

While completing a class project in his doctoral program, the researcher applied to the Virginia Tech Institutional Review Board (IRB) for certification in Training in Human Subjects Protection. The certificate is located in Appendix H. Once the researcher's examining committee approved the prospectus for the study, the researcher sought approval of the IRB for the study. IRB approval was granted on April 7, 2014. (see Appendix I) The researcher followed IRB procedures to ensure that all participants, including the field test participants, were aware of any risks associated with the project, granted their informed consent to participate in the study, and understood their right to withdraw from the study at any time. Due to the study analyzing different emotional experiences from the participants, it was important for the participants to know about any potential risks involved in the project and to make a fully informed decision about their participation in the study. Participants were also made aware of their option to withdraw from the study at any time. Before conducting each interview, the researcher explained the IRB's informed consent process to each participant and each participant signed an IRB-approved informed consent form. This form is located in Appendix J. The signed participant forms are stored with all the hard copies of the transcribed interviews. All the transcribed interviews, signed participant forms, and notes from each interview will be disposed of at the conclusion of the study. The researcher will dispose of all the interview material by deleting the information acquired from the interviews on the digital recorder. The researcher will also shred any hard copies of notes taken during the interviews with primary or secondary participants, as well as the transcriptions of the interviews.

## **Interview Protocol**

The researcher utilized the help of the two gatekeepers to contact the initial prospective participants for the study. After making contact with the prospective participants by phone, email, or in person, the researcher gave them a brief summary of the study he was conducting using notes. The notes for the initial conversation with participants are in Appendix K. After discussing the study with the potential participants, the researcher asked the potential participants if they would agree to be interviewed for the study. The researcher followed up with a letter to each participant who agreed to be interviewed confirming a date, time, and location for the interview. (see Appendix L)

Data collection took place between the months of June and October 2014. Of the 16 primary participants, 13 still live in the Roanoke area. The other three participants live in Lynchburg, Virginia, Iowa, and Washington, DC. All nine of secondary participants live in the Roanoke area. Locating and making contact with the primary and secondary participants was a smooth and easy process for some participants, but very difficult with others. Scheduling dates, times, and places to interview the primary and secondary participants took weeks in some cases. Data collection procedures consisted of face-to-face interviews at Lucy Addison Middle School with most of the participants. Other face-to-face interviews took place at participants' homes or places of employment. Due to the participants' schedules or their location being at some distance from the researcher, three of the interviews were conducted over the telephone. The same procedure was used for the secondary participant interviews.

The interviews were recorded electronically and were transcribed by the researcher for accuracy and documentation. The researcher transcribed 18 of the interviews and used an additional transcriber to transcribe the remaining interviews. After transcription, the researcher increased the credibility and reliability of the interview by sending the transcripts to the participants for member checks. Member checks allowed interview participants to review the transcripts of their interviews for accuracy, clarity, and conciseness and to be sure all of their thoughts were documented (Rossman & Rallis, 2012). The researcher made the necessary changes that were given to him from the participants to ensure the quality and reliability of the interview information collected. At the interviews, additional data were obtained from the interview participants from newspaper articles, Lucy Addison High School yearbooks from 1963-1970, school board minutes, other artifacts, and memorabilia that the participants brought with them to their interviews.

Prior to interviewing the participants, the researcher surveyed artifacts that are held at Lucy Addison Middle School. These included yearbooks from Lucy Addison High School, trophies that are still on display in the school, and pictures of Lucy Addison High School clubs and sports teams. The researcher also reviewed Roanoke City School Board minutes from Ms. Lucy Addison's retirement from the school district and from the period under the study. Lastly, the researcher reviewed newspaper articles about Lucy Addison High School that are held in the Virginia Room at the Roanoke City Main library.

## **Analyzing and Interpreting the Data**

Analysis of the data took place after all the interview data were collected. Analyzing and interpreting qualitative data is a process that is both iterative and sequential. It requires the researcher to fully know the data, organize the data into chunks, and bring meaning to the chunks of data (Rossman & Rallis, 2012). One way to analyze a life history is to discern the roles the individual played by considering the parameters of a person's life, the principal turning points in one's life and the person's characteristic means of adaptation (Yow, 2005). Being a student in school is a role nearly everyone experiences in life. It often establishes a foundation for learning, builds relationships, and provides support toward a prosperous and productive future.

By analyzing the interview data, the researcher was able to achieve an understanding of the events that took place during the participants' schooling at Lucy Addison High School. The researcher used secondary sources when primary sources were not available. Secondary sources helped the researcher triangulate data. The secondary sources were also used to support the findings from the interviews with the participants. Data collection and analysis are interactive processes that allow the researcher to produce believable and trustworthy findings (Merriam, 1998). Merriam (1998) stated that rigor in a qualitative research derives from the researcher's presence, the nature of the interaction between researcher and participants, the triangulation of data, the interpretations of perceptions, and rich, thick description.

Data analysis is the process of bringing order, structure, and meaning to the mass of collected data. Rossman and Rallis (2012) stated that analytic procedures typically fall into the eight phases. The phases are: (a) organizing the data, (b) familiarizing yourself with the data, (c) identifying categories, (d) coding the data, (e) generating themes, (f) interpreting, (g) searching for alternative understandings, and (e) writing the report.

The researcher kept an audit trail to document the articles, books, and searches made on the Internet used to gather information for the study. The researcher also used the audit trail to keep information from the participant interviews organized. The audit trail became a record of who was interviewed; the dates, times, and locations of the interviews; and a means to access those data if needed. The audit trail was helpful throughout the study to trace the progress of raw data to the final product (Rossman & Rallis, 2012).

As the researcher familiarizes himself or herself with the data, he must read and reread the transcription of interviews. Rossman and Rallis (2012) stated that "there is no substitute for

transcribing interviews for it familiarizes the researcher with the data, provides and leads to further data gathering, provokes insights, and stimulates analytic thinking” (p. 276). The researcher transcribed many of the interviews, but due to the number of interviews, the researcher used an additional transcriber for assistance. The interviews that were transcribed by the additional transcriber were read and re-read by the researcher to familiarize himself with the data. The researcher utilized Dr. Beth Poff, who also served as the critical friend, to assist with transcribing.

As the researcher completed the transcription of each interview, the transcript was coded. The transcripts were read and reread to analyze them for units of meaning and to identify themes in each interview. Patterns and categories began to emerge from each interview transcription. Individual patterns and categories were compared from one interview to the next until a set of themes began to emerge. This analysis method is the constant comparative method (Maykut and Morehouse, 1994). To document the themes that were consistent throughout all the interviews, the researcher highlighted statements with post-it notes and categorized the notes based on the themes they supported from the researcher’s data.

Coding data is a complex and iterative process for researchers. Rossman and Rallis (2012) suggest that researchers plan on coding the data more than once. The first coding should be simple and generate four or five categories initially. Then researchers must recode the data and refine those categories or add new ones (Rossman& Rallis, 2012).The researcher read and reread interview transcriptions to generate categories.

To identify categories and generate themes, the researcher must be able to place the data into a framework based on its relationship to the study (Rossman & Rallis, 2012). After generating categories, the researcher looked at themes in the data, how they overlapped, and how they led to conclusions in the study. The initial activity to generate categories and identify themes was to code the data into units of meaning. Units of meaning were the recurring words, phrases, and topics found in the interview transcripts (Maykut & Morehouse, 1994).

As the researcher interprets the data, a story develops. Seidman (2006) explained, “marking passages that are interesting, labeling them, and grouping them is analytic work that has within it the seeds of interpretation” (p. 128). In this stage, the researcher was able to assess the impact of the supports seen in the literature of all-Black High schools and their impact on Lucy Addison High school students after desegregation.

In an effort to support the claims seen in the interpretation of the data, the researcher searched for and considered alternative understandings. Rossman and Rallis (2012) stated that researcher's should build an argument or interpretation about what they have learned in the field and that the argument should be more compelling than other alternatives. The researcher used the categories and themes from the interviews and other data sources to determine if the supports found in the literature about all-Black High schools were present in the Lucy Addison High School students' experiences and to describe their impact on the students. The argument built logical relationships among assertions, documented them with evidence, and yielded conclusions based on the evidence.

Lastly, the researcher wrote the report. The report documents the findings of the study, discusses and interprets the findings, presents conclusions, and offers recommendations for future study. The findings, discussion, conclusions, and recommendations are presented in subsequent chapters.

## **Limitations and Delimitations**

### **Limitations**

Limitations derive from the design and methods and help contextualize a study. Limitations stipulate the weaknesses of the study, thereby encouraging the reader to judge it with the limitations in mind (Rossman & Rallis, 2012). There are two limitations of consequence to the study. The most significant limitation is the effect of the passage of time. Some resources have been lost or destroyed over the years. In addition, many Lucy Addison graduates have moved away from the area and have relocated to different parts of the nation, although some of them return to the area for class reunions. The Addisonians have aged and some of the potential participants may not have been able to recall accurately their experiences at Lucy Addison High School. Still others have passed on. The researcher attempted to mitigate the limitations created by the passage of time by contacting faculty and staff members, as well as other students, to help locate additional Addisonians and sources of information to tell the story of Lucy Addison High School. The researcher made full use of those that do exist.

The limitations of the study resulting from the passage of time added urgency to the argument to document the school's history. Lucy Addison's heritage, foundation, and legacy must be preserved before it is lost. The experiences of the students who attended the school from

1963-1970 are priceless historical accounts that the researcher documented and will make available to the school's library, the community, and the Roanoke Harrison Museum of African-American Culture. The research will help communicate the perceptions and beliefs of the students about the educational experiences and the culture of Lucy Addison High School during the desegregation period.

The second limitation of consequence to the study relates to the researcher's role as the school's current principal and his family and community connections to the school. In an effort to limit potential bias, the researcher used bracketing as a means of limiting any research bias in the completion of the oral histories. Bracketing is "a methodological device of phenomenological inquiry that requires deliberate putting aside one's own belief about the phenomenon under investigation or what one already knows about the subject prior to and throughout the phenomenological investigation" (Carpenter, 2007, p. 1). Tufford and Newman (2014) stated that bracketing is a method to protect the researcher from cumulative effects of examining what may be emotionally challenging material.

To further attempt to limit bias, the researcher identified a person to serve as the "critical friend." The researcher chose to utilize Dr. Beth Poff as a critical friend for several reasons. First, Poff was a member of the same doctoral cohort at Virginia Polytechnic Institute and State University as the researcher. Second, Poff has been involved in other historical research projects and has completed a qualitative historical study of her own. Third, Poff's and the researcher's topics overlapped somewhat, which led to gathering and sharing information from similar sources. Consequently, Poff was familiar with the researcher's topic and well-qualified to serve as a critical friend.

The critical friend is a trusted person who asks provocative questions, provides another lens through which to examine the data, and offers critique of a person's work as a friend (Costa and Kallick, 1994). Costa and Kallick (1994) further stated that the critical friend should be clear about the nature of the relationship, listen well to clarify ideas and encourage specificity, offer value judgments from the learner, respond to the learner's work with integrity, and be an advocate for the success of the work. Dr. Poff consented to take on those challenges as a trusted and valued colleague. Throughout the study, the researcher and Dr. Poff engaged in ongoing dialogue about every aspect of the study, often resulting in reflection and critical analysis.

## **Delimitations**

Delimitations describe the boundaries the researcher has set for the study and define the parameters of the investigation (Planning the Methodology, 2014). The researcher was interested in documenting the experiences of students during the desegregation period and whether the supports during that time were the same as those received by students in all-Black high schools prior to desegregation. Therefore, the researcher delimited the time frame of the study to 1963-70, the desegregation period in Roanoke, and the location to Lucy Addison High School.



## **Chapter 4**

### **Introduction to Findings**

The purpose of the study was twofold. The primary purpose was to document the experiences of the graduates of the classes of 1963-70 of Lucy Addison High School, an all-Black High School in Roanoke, Virginia. The secondary purpose was to determine if the supports found in the literature about all-Black high schools prior to desegregation (Jeffries, 1994; Morris & Morris, 2000; Slade, 2004; Sowell, 1974; Walker, 2000) were present in the Lucy Addison students' experiences during those years.

Four questions framed the study:

1. What were the experiences of the students who attended and graduated from Lucy Addison High School after desegregation of the secondary schools in Roanoke?
2. What supports did the students receive while attending Lucy Addison High School from 1963 to 1970?
3. Were the supports that the students received the same supports found in the research literature about student experiences in other all-Black high schools prior to desegregation?
4. How did the closing of Lucy Addison High School affect the students?

The participants in the study were selected by the researcher to fit the timeframe of the study from 1963–1970. Two students were selected from each of the school years from 1963–1970 while Lucy Addison was an all-Black high school. These 16 students that represent the eight years are as follows: Lois Bond-Booker and Sherwood Kasey (Class of 1963), Louise Johnson and Donnell Freeman (Class of 1964), Charles Price and Don Shovely (Class of 1965), Loretta Kasey Alston and Ivory Morton (Class of 1966), Mae Huff and Joyce Ross (Class of 1967), Ruth Campbell Claytor and William Pannell (Class of 1968), Michael Cooper and Alvin Nash (Class of 1969), Deborah Sessoms and Roland Lovelace (Class of 1970).

In addition to these primary participants, secondary participants also provided valuable information to the study. Selected faculty and staff members of Lucy Addison High School provided perspectives and helped the researcher triangulate the data collected during interviews with primary participants. Charles Day, a physical education teacher at the school from 1966 to 1968, became the principal of Lucy Addison High School in 1970. As the principal, Mr. Day

helped orchestrate a smooth integration of White students into Lucy Addison High School in 1970. Hilda Day, his wife, was the accounting clerk at the school who assessed the financial accounts and records of the school from 1964 – 1970. Dr. Delores Johns started the first DECA (Distributive Education Program) program at Lucy Addison High School where all-Black students gained experiences in the retail area of business. Two other teachers at the school were Delois Broady, an English teacher and Dennis Johnson, a mathematics teacher at Lucy Addison High School. They were both active and highly engaged educators at Lucy Addison High School.

The school was also supported by members of the community. Duke Curtis, of Hamlar and Curtis Funeral Home, communicated that the funeral home provided financial support from 1930 to 1973 to help produce a yearbook for Lucy Addison High School. Robyn Lovelace, the wife of participant Roland Lovelace, had to leave Lucy Addison High School due to integration and provided a testimony of the changes she experienced after leaving Lucy Addison High School to attend William Fleming High School, one of the formerly all-White Roanoke high schools. Shirley Stewart, a 1956 graduate of Lucy Addison High School, returned to the school to coach football, track and field, and provided support to the culture and community atmosphere at the school for all-Black students from 1969-1973. George Miller, a friend and confidant to many Lucy Addison High School students, witnessed the growth of many Lucy Addison High School students within the community and within the neighborhood from times when they were young children to the present. Mr. Miller distinctly remembered Lucy Addison High School staff members living in his neighborhood during the time Lucy Addison High School was a segregated school. Mr. Miller has been an advocate of Lucy Addison High School from 1957 to present.

## **The Addisonians' School Experiences**

### **Class of 1963**

#### **Lois Bond-Booker**

Lois Bond-Booker is a 1963 graduate of Lucy Addison High School. The researcher interviewed Lois Bond-Booker at Lucy Addison Middle School on June 18, 2014. The interview

took place at 5:00 pm in the Lucy Addison Conference room. The information that follows is taken from the transcript of the interview after it was member-checked by Bond-Booker.

Bond-Booker attended Lucy Addison from 1960 to 1963. After graduating from Addison, Bond-Booker moved to Washington, DC where she lived for several years and worked as a budget analyst. After working in the business world for several years and because education was stressed so much in her life from her parents, she eventually decided to go back to school. While pursuing her bachelor's degree at Virginia Commonwealth University, Bond-Booker met her husband. They now have two grown children, both of whom she stated are doing really well in life. Her daughter holds a doctorate in education and her son is a lawyer. Bond-Booker believes that education has enabled her, as well as her husband and children, to have prosperous and productive careers.

For Bond-Booker, a typical day as a Lucy Addison student started at home with high expectations from her parents. Because her parents were not formally educated and were self-taught, they learned how to get along as best they could. Bond-Booker recalled about her father, "I don't know how my dad learned math, it was probably called the new math before there was new math, because he had certain ways of doing things" (L. Bond-Booker, personal communication, June 18, 2014). Bond-Booker was taught that education was the key to success.

The same high expectations set forth at home also took place at Lucy Addison High School starting with her arrival at the school's doorsteps. Lucy Addison was an inviting place for Bond-Booker. She reported that, "Lucy Addison was the hub of the community. It was a joy to go to school" (L. Bond-Booker, personal communication, June 18, 2014). Teachers and administrators would greet students at the classroom doors and while in the hallway and would ask students how they were doing in their classes and if they needed any help. A good education was a top priority. Students were placed in tracks of classes based on their knowledge and willingness to learn. Bond-Booker realized it was tracking when she became an educator. Bond-Booker reported that, she didn't know it was tracking until she became a professional and got involved in education.

In Bond-Booker's view, the climate and culture of Lucy Addison High School was not only built around education, but also extracurricular activities. Bond-Booker had the opportunity to be in the Math and Honors clubs, and also the band. The school also had talent shows, the prom, and many sport events. Bond-Booker stated:

Our marching band, oh my goodness, we were *the* (emphasis added by researcher) marching band in the Christmas parade every year. We would have to march to Victory stadium and we'd come back down Jefferson Street and back all the way over to where we lived" (L. Bond-Booker, personal communication, June 18, 2014).

The clubs and sports gave the students an opportunity to be involved in something and allowed them to build a relationship with other students and with teachers during and after school.

While at Addison, Bond-Booker's teachers and administrators were mentors and role-models who held high expectations for students. She felt the teachers truly cared about the students' well-being and wanted to make sure they received an education while at the school. It was Bond-Booker's experience that "teachers would help you in any way they could. They would even help us fill out college applications" (L. Bond-Booker, personal communication, June, 18, 2014). Additionally, Bond-Booker felt that "the teachers were committed, dedicated, and truly part of the village that would raise the family" (L. Bond-Booker, personal communication, June 18, 2014). Due to many of the teachers and administrators living in the same community with the students, attending the same churches, and being involved with students' parents in different clubs around the community, the relationships that were built within the community between families carried over to the parent-teacher relationships at Lucy Addison High School.

Bond-Booker felt that the Black community of Roanoke supported Lucy Addison High School in many different ways. Bond-Booker said that "parents wanted to be involved in their child's education and upbringing" (L. Bond-Booker, personal communication, June 18, 2014). Parents would come out to PTA meetings, sport events, and would support the club activities on a regular basis. As stated by Bond-Booker, "Parents were involved; all the sports, all that. Any time we had assemblies, parents would come. It was total support. We were Addisonians" (L. Bond-Booker, personal communication, June 18, 2014). Bond-Booker said that she remembered seeing people from community organizations, business owners, doctors, and lawyers at different sport, club, and school events.

While a student at Lucy Addison High School from 1960-1963, Bond-Booker never felt discriminated against in the all-Black segregated school. She felt that segregation was a way of life and that her parents and family shielded her from any negativity that may have been associated with segregation. The subject was never brought up in their home. Bond-Booker

reported, “I did not know I was being discriminated against. It’s a perspective from me as a female how I was protected by my family” (L. Bond-Booker, personal communication, June 18, 2014).

Due to the supports and experiences Bond-Booker received while at Lucy Addison High School, she eventually furthered her education by obtaining a bachelor’s degree in Early Childhood Education, a master’s degree in Reading, another master’s in Counseling, a third master’s in Psychology, and finally, a fourth master’s degree in Educational Leadership. Due to her expanded educational experiences, Bond-Booker held several different positions while in the field of education. She served as a kindergarten teacher, a Reading Teacher, a Reading/Language Arts Coordinator, and an elementary principal, and she retired from Lynchburg (VA) City Schools as the Director of Elementary Education.

### **Sherwood Kasey**

Sherwood Kasey is a 1963 graduate of Lucy Addison High School. The researcher interviewed Sherwood Kasey at Lucy Addison Middle School on August 15, 2014. The interview took place at 5:00 pm in the Lucy Addison Conference room. The information that follows is taken from the transcript of the interview after it was member-checked by Kasey.

Kasey is a native of Roanoke and is a product of the Roanoke City School system. After graduating from Lucy Addison High School, he attended college and then went into the United States Army, serving for three years. After completing his degree and completing his time of service in the United States Army, Kasey returned to the Roanoke area, was hired to teach for Roanoke City Schools, and retired after 32 years of service to the school system. Kasey is still an active volunteer for Roanoke City Schools, going into his 44<sup>th</sup> year as a high school track, basketball, and football coach.

Kasey’s mother had high expectations for her son, as a student. A typical day as a student at Lucy Addison for Kasey started at home with his mother and siblings. Kasey is one of seven children who all have some post-secondary education experiences. With his father passing when Kasey was going into the eighth grade, his mother, who only received an eighth grade education, set an expectation for all of her children. That expectation was to get an education. As stated by Kasey, “With all of us still in the home, she stressed the importance of education for the simple fact that she could only go as far as the eighth grade in school because they didn’t have a high

school when she was in school” (S. Kasey, personal communication, August 15, 2014). Kasey and his brothers and sisters were also heavily involved in the church. His mother expected that he and his siblings be involved in church activities. Kasey reported that:

Going to church was part of growing up and it also taught us values about how we should interact not only with people around us and with people in the community, but also how we should have the presence of God in our lives. (S. Kasey, personal communication, August 15, 2014)

The expectations set forth in his home regarding an education were taken seriously by Kasey during the time that attended Lucy Addison High School.

While at Lucy Addison High School, Kasey was placed in the college track of classes. He took academic courses such as government, chemistry, and algebra. As recalled by Kasey, “I took all the things you would need to prepare to go to college” (S. Kasey, personal communication, August 15, 2014). In an effort to become a well-rounded student, Kasey was also involved in sports. He was proud to say that he lettered in football, basketball, track, and baseball at Lucy Addison High School. While at Addison, Kasey was able to participate in many activities and accomplish goals he set for himself. Kasey felt he demonstrated a great deal of school pride and was a leader among his classmates. Out of 33 to 35 players on the football team, Kasey proudly stated that he remembered 15 or more of the athletes receiving scholarships to college and finished school due to the education and foundation they received at Lucy Addison High School (S. Kasey, personal communication, August 15, 2014).

Kasey also spoke fondly of the extracurricular activities that took place at Lucy Addison High School during the school week and on the weekends. Kasey’s reported that:

We had a prom. We had all kinds of clubs. We had the SGA, Government Association, and cheerleaders. We had just about everything you would want to have in a regular school where activities were set up within the school to get everyone involved and participating in the school to feel like they were part of the school. (S. Kasey, personal communication, August 15, 2014).

Kasey remembered many of the club trips and the school experiences that took place away from the school within the Roanoke community, in West Virginia, and in New York, but one club that he spoke about in depth was the band (see Appendix M). As stated by Kasey:

We had the band, which was one of the best in the valley at the time. We had 150- some people in our band and we were known all over the state for our outstanding band under the outstanding band direction of Mr. Finley. (S. Kasey, personal communication, August 15, 2014)

The band accompanied the sports teams to many of their away games. Kasey also recalled that many members of the community would also travel to away games with the sports teams as well.

Kasey felt that the teachers and administrators at Addison were role models for the students. The relationships that took place in the segregated neighborhoods among parents, teachers, and community members carried over at Lucy Addison High School. Kasey said, “They were more or less our role models and a lot of us strived to have the same success that they had. Their success in going to school and so forth was a motivation for us to want to try to duplicate whatever they were doing” (S. Kasey, personal communication, August 15, 2014). The teachers and administrators stressed the fact that an education was the foundation of a great life. Kasey recollected:

Our parents supported the school and high expectations. They wanted us to move up as far as income, as far as education, as far as how we lived our lives. Their goal was to push us whereby we could do better than what they had done in their lives. (S. Kasey, personal communication, August 15, 2014)

The supports that Kasey received while at Lucy Addison High School came from the community as well as the teachers. The Black community supported Lucy Addison High School in sports, academics, and school events. It was Kasey’s experience that:

The Black community was probably one of the most supportive things. Any time we had an activity, regardless of whether it was a game or concert, a school event, a band concert, or whatever, the auditorium was always filled to where we had to pull out chairs to make room for everyone. (S. Kasey, personal communication, August 15, 2014)

Kasey distinctly remembered how the community would walk with the band as they marched through the streets of Roanoke to the Christmas parade and to Victory Stadium for home games for the school. Wherever the band went, the community went also. Kasey expressed, “They would take the whole community. The community would follow them all the way through town, just watching the band and seeing them march” (S. Kasey, personal communication, August 15, 2014).

Due to the relationships and high expectations set forth by Kasey’s teachers and coaches while at Lucy Addison High School, Kasey had father-figures in his life that he felt impacted his overall development. To this day, he continues to have a relationship, speaks to, and visits many of his teachers and coaches from Lucy Addison High School. According to Kasey, “because they took pride in telling me and instructing me and encouraging me, it allowed me the opportunity to go and be successful, not only in school but also in life” (S. Kasey, personal communication, August 15, 2014). Two coaches that impacted Kasey’s life were Joseph Moorman and Bernard Brown. In the absence of his father, he was able to talk to them about anything. Anything that was bothering Kasey, he felt he could easily talk to either of these father-figures and would receive good advice like a father would give his son. Kasey reported:

Coach Brown was just like my father. After my father passed, he became a surrogate father to me. To this day, there are very few things that I could not share with him whether it has to be with my family, with my job, you name it, I could always go to him and he would always sit down with me as my football coach, as well as my PE teacher while I was at Addison. Coach Moorman was the same way. Both of them were like fathers to me and to this day, I can go by and see and talk to them if I have any type of problem. I don’t care what it is, financial or whatever, they are there to support me, to make sure that my needs are met and that’s a blessing. (S. Kasey, personal communication, August 15, 2014)

Kasey reported that he was not affected negatively by segregation while a student at Lucy Addison High School. From spending time with his family to having games at Victory stadium, Whites had supported Blacks in his experience. According to Kasey:

While spending time with my grandparents in Franklin County, my grandparents worked with White farmers; getting up hay, killing hogs, and doing everything together. Even



when playing games at Victory stadium, we could look up and we had White attendance in the stands. They would come to see us play and so forth. (S. Kasey, personal communication, August 15, 2014)

When Kasey heard Lucy Addison was going to close, he was upset. Based on the experiences and relationships he built with teachers, administrators, and friends, he felt like something else was being taken from the Black community. It was Kasey's experience that, "It seemed like we had lost our identity" (S. Kasey, personal communication, August 15, 2014). The many things he learned about life and about Ms. Lucy Addison while attending the school would all be lost. He was deeply saddened by the news and quite happy to hear about the protests that were taking place to keep the school open as a high school.

Due to the supports and experiences Kasey received while at Lucy Addison High School, he continues to work with athletes and students at William Fleming High School to help make an impact on their lives the way his teachers, administrators, and mentors impacted his life. Kasey felt it has been a blessing to be able to come back to Roanoke and give some of the same supports to the students of Roanoke City Public schools that were given to him. (S. Kasey, personal communication, August 15, 2014)

### **Class of 1964**

#### **Donnell Freeman, Jr.**

Donnell Freeman is a 1964 graduate of Lucy Addison High School. The researcher interviewed Freeman at Lucy Addison Middle School on June 12, 2014. The interview took place at 3:30 pm in the Lucy Addison Conference room. The information that follows is taken from the transcript of the interview after it was member-checked by Freeman.

Freeman attended Lucy Addison from 1960 to 1964. He is a native of Beckley, West Virginia. After graduating from Lucy Addison High School, he enlisted in the Navy and was stationed in Jacksonville, Florida. After retiring from the Navy, Freeman returned to Roanoke and was hired at Roanoke Cement. Freeman retired from Roanoke Cement after 29 years of service. He presently works for Mountain Valley Transportation as a bus aide and a substitute bus driver. He is married with three children and two step-children. He presently lives in Salem,

Virginia, is a member of Pilgrim Baptist Church, and loves the Lord (D. Freeman, personal communication, June 1, 2014).

Like other Addison graduates, Freeman recalled that his parents placed a high value on education. With his mother having quit school in the eighth grade and his father quitting in the 11<sup>th</sup> grade to raise a family, as well as his mother taking care of her brothers after their mother passed away, education for the children was a high priority for Freeman's mother. As stated by Freeman, "She was real strict on us, real adamant about us getting an education, more so than my father. She didn't believe in cutting classes and she wanted us to get a better education than what she had" (D. Freeman, personal communication, June 1, 2014). Due to the high expectations set forth in Freeman's home, he and all his siblings graduated from high school, went on to college, and got degrees. As communicated by Freeman, "my mom was the backbone of the family. She was pushing us at all times. She made sure we did our homework and watched our grades very closely" (D. Freeman, personal communication, June 12, 2014). The high expectations for an education that were set forth in Freeman's home impacted his educational experience at Lucy Addison High School.

Many of these same high expectations were supported by the church. Freeman's family was very religious and had high morals and values in reference to religion. As referenced by Freeman:

Church played a major role in my life because it kept me out of the streets. It kept me from getting in trouble. We didn't have an option of going to church or not, you went. And because it was instilled, especially in me as a boy, church has never left me. (D. Freeman, personal communication, June 12, 2014)

Both of Freeman's parents held high positions of leadership in the church. His mother was a minister while his father was a deacon. Due to the family's belief in attending church and placing Christ first in his life, Freeman had high expectations from both his home and his church to carry with him to school.

Due to the fellowship and relationships built at Lucy Addison High School between teachers, administrators, and students, Freeman truly enjoyed Addison. He recalled that he did not miss more than one day during his four years as a student there. As Freeman stated, "Addison had a warm, homey feeling. Because once you got to know your teachers, the teachers

got to know your parents and you had a strong relationship with your teachers. It was a joy to come to school” (D. Freeman, personal communication, June 12, 2014). While at Lucy Addison High School, Freeman was in the college track of classes. He took all advanced classes such as English, biology, chemistry, American history, geometry, and algebra. When the researcher asked Freeman about his teachers, he named many of them he had at Lucy Addison. He spoke about Ms. Pearl B Fears, his English teacher, Ms. Pullings, his history teacher, Mr. Arnesty, his government teacher, and Mr. Pauley, his health teacher. Freeman communicated that, “We had some wonderful teachers who took time with us, who nurtured us, and who were concerned about us getting an education” (D. Freeman, personal communication, June 12, 2014). The same high expectations from the teachers also came from Edwin Phillips, the school principal. Freeman reported:

Mr. Phillips was very strict, but was also a very kind man. He roamed the halls and made sure you stayed in the classes. If a person ever had to go and see him, that wasn’t a good thing. He always had something good to tell you and was always positive. (D. Freeman, personal communication, June 12, 2014)

When asked if he was involved in any extracurricular activities, Freeman said, “Not really, my focus was primarily on school, on classes. I wanted to go to college so I focused primarily on things that I could do to get me there” (D. Freeman, personal communication, June 12, 2014). Even though Freeman was not involved in any sports, clubs or extracurricular activities, he remembered many of the events that took place after school for students. Freeman remembered that the school had proms, sport events, and sock hops at Washington Park. Freeman reported that, “During sock hops, teenagers got together and played music and danced. It was held on the tennis court at Washington Park. It was just a lot of fun, a lot of fun” (D. Freeman, personal communication, June 12, 2014).

Freeman felt he received a great deal of support from his teachers, counselors, and administrators to help him become successful while attending Lucy Addison High School. He felt that the education at Lucy Addison High School helped prepare him for the military, for college, and for all of his life up to today. Freeman reported:

We had counselors that constantly talked to us after we got in the higher grades about college. Of course our teachers pushed us to move to higher education to get our degrees.

It was very important to them to see us become successful. (D. Freeman, personal communication, June 12, 2014)

Freeman also felt that the Black community in Roanoke supported the school. The community traveled with the teams and attended school events to support the students and the school. As recalled by Freeman:

We had community members that traveled with the teams and when they were at home, the stadiums were packed. The stadium was packed at every game. There was much support for the band and the choir at Lucy Addison. There was just great support from the community for those programs. (D. Freeman, personal communication, June 12, 2014)

Coming from another segregated state, West Virginia, at the time, Freeman did not witness that much racism in the Roanoke area, or even at Lucy Addison High School. He knew it was there, especially as evidenced in downtown Roanoke in the form of segregated restrooms and water fountains, but other than that, he never experienced having problems with White people. In reference to racism, Freeman stated:

I didn't experience that until I went into the military. But my last year in high school was when I received a letter, it was 1964, stating I could attend Jefferson High School. That's when they integrated Jefferson High School and I had an option as to stay at Addison or go to Jefferson. And of course, my choice was to stay at Addison, my alma mater I enjoyed so much. (D. Freeman, personal communication, June 12, 2014)

When Roanoke City Schools desegregated, Freeman could remember that was also when Blacks were allowed to go to the movies at the Virginia Theater in downtown Roanoke. Freeman experienced that, "The transition of desegregation was relatively smooth in Roanoke, to be honest with you" (D. Freeman, personal communication, June 12, 2014).

Freeman was upset when he heard that Lucy Addison High School was going to close. He communicated that, "I was upset and it caused a lot of chaos in the community. Lucy Addison was historical and we did not want to just let our heritage close" (D. Freeman, personal communication, June 12, 2014). The community was in an uproar. Freeman expressed:

Because we lived in Roanoke, and had very smooth transitions, there was not a lot of violence like there was in many other big cities. We did not have the breaking of windows in stores and setting things on fire and stuff like that. (D. Freeman, personal communication, June 12, 2014)

Freeman felt that he had a great four years at Lucy Addison High School. He truly cherishes the memories of his school even to this day. Freeman related that, “The four years I had at Addison was probably the best education-wise, and the people that I met, probably the best four years of my growth that I have ever experienced in my whole life” (D. Freeman, personal communication, June 12, 2014).

### **Louise Johnson**

Louise Johnson is a 1964 graduate of Lucy Addison High School. The researcher interviewed Johnson at her home in Roanoke on June 1, 2014. The interview took place at 3:30 pm in the living room of Johnson’s home. The information that follows is taken from the transcript of the interview after it was member-checked by Johnson.

Johnson attended Lucy Addison High School from 1961 to 1964. While at Lucy Addison High School, Johnson enrolled in the nursing program. Johnson’s on-the-job training, attending school half the day and working the other half of the day at Burrell Hospital, allowed her to be in the field of nursing now for 50 years. She feels that nursing is a rewarding job in the community that helps the sick and the needy. She also enjoys her work and seeing the accomplishments her work has brought to her life (L. Johnson, personal communication, June 1, 2014).

Johnson grew up in Beckley, West Virginia, until her family moved to Roanoke in 1957. Growing up in a home where her father was a coal miner and her mother was a stay-at-home mother, she was taught that an education would help her get a great job. Her parents set high expectations for her school success. As stated by Johnson:

My parents taught me to strive for the stars and to try and be the best that I could be and get an education. My parents taught me that once you get an education, nobody can take it from you. (L. Johnson, personal communication, June 1, 2014)

The same expectations that Johnson received at home from her parents, were felt while attending church. Both of her parents attended church regularly. Her mother was a deaconess and

her father was active in many church events. As related by Johnson, “My parents took us to church. They didn’t let us go by ourselves. They always taught us to be in church on Sunday and to serve God” (L. Johnson, personal communication, June 1, 2014). The same high expectations that came from home and church also carried over to Lucy Addison High School.

While a student at Lucy Addison High School, Johnson was in the trade track of classes for nursing. As communicated by Johnson, “My teachers helped me to know that this is my life and to go on to the real world, I had to have an education to compete. I had great relationships with my teachers” (L. Johnson, personal communication, June 1, 2014).

Johnson was also involved in extracurricular activities. She spoke about how Lucy Addison had many different extracurricular activities for students to become involved in such as socials after school, sports teams, dance classes, and music programs. While at Lucy Addison, Johnson was in the modern dance group and the choir. One of the major highlights that Johnson remembered was the proms. As recalled by Johnson, “Oh the prom was nice. It helped me socialize and get acquainted with all the other students in the different classrooms at Lucy Addison High School” (L. Johnson, personal communication, June 1, 2014).

While attending Lucy Addison High School, Johnson had supports that helped her receive an education. Teachers and administrators, as well as the community, supported the school as a whole. Her teachers and administrators were supportive in helping the students get an education. Because many of the teachers knew the parents, Johnson knew she was expected to behave and do her best in school. As referenced by Johnson:

The training you received from home and the high expectations from your teachers pushed you to get an education. The teachers were good as far as explaining the material and helping students when they needed help. They taught us and molded us to get a good education and go far in life. (L. Johnson, personal communication, June 1, 2014)

According to Johnson, the Black community also supported Lucy Addison High School. Johnson remembered pastors from the local churches and people from local businesses and organizations would come to the school to support the school and the students. As stated by Johnson, “We had the village raise a child mentality back then. The parents, community, and churches all supported the students and the school” (L. Johnson, personal communication, June 1, 2014).

In her reflections on Lucy Addison as an all-Black high school, Johnson remembered that segregation made Blacks feel left out. She remembered that Blacks in her experience were not involved in anything with the Whites. Johnson communicated:

I think it was hard for Blacks to deal with because we were made to feel like we were nothing to the community. The Whites had everything and we had nothing. That made us strive to try and do all the things we could do to keep up with the Whites, but we still felt like we were not as good as they were. (L. Johnson, personal communication, June 1, 2014)

When Johnson heard Lucy Addison was going to close, she was upset. She said that, “We were all disappointed because that was our legacy that was left for us. By being an Addisonian, we wanted to keep that in our history and our minds” (L. Johnson, personal communication, June 1, 2014).

Johnson believes she learned a great deal at Lucy Addison High School. In her interview she said that, “I think my experiences were very rewarding. The teachers taught me not to be afraid to go out into the real world and gave me courage to be all that I could and get an education” (L. Johnson, personal communication, June 1, 2014).

### **Class of 1965**

#### **Charles Price**

Charles Price is a 1965 graduate of Lucy Addison High School. The researcher interviewed Price at Harrison Museum of African-American History in downtown Roanoke, Virginia on September 28, 2014. The interview took place at 2:00 pm in Price’s office at the Harrison Museum. The information that follows is taken from the transcript of the interview after it was member-checked by Price.

Price attended Lucy Addison High School from 1961 to 1965. He felt he was fortunate to leave Roanoke, experience education outside of the Roanoke area, and experience an environment that always challenged him to do better. He is married and has three children and four grandchildren. He presently serves as the director of the Harrison Museum of African-American History in Roanoke.

Price's parents placed a high value on education which started at home. There were never any acceptable excuses for not doing well in school. His parents expected him to study, to read, and to be prepared to show himself successful in school. As stated by Price:

There was no excuse as to not having an A or B. The only reason you didn't get an A or B was because you didn't put the time in. There was no excuse for a teacher to call and say you weren't doing the best you could do. Repercussions of what would happen would not be acceptable in today's standards. (C. Price, personal communication, September 28, 2014)

Price's parents expected him to get an education. As communicated by Price, "Education was a necessity to be able to be a successful person" (C. Price, personal communication, September 28, 2014). He spent a lot of time reading, writing, and learning how to communicate which were the basics, set by his parents, that he needed to be able to do. Because Price's parents were active in the church, they made sure Price was active as well. Education was a necessity for him so that he could communicate effectively with adults at church as well as in public. As Price related, "Your church involvement wasn't always just reading the Bible, but it was also being involved to get up on the pulpit and be able to read scripture or do an introduction" (C. Price, personal communication, September 28, 2014). The high expectations for Price set forth at home prepared him for success at Lucy Addison High School.

Price recalled that his teachers at Lucy Addison High School had high expectations for his academic success. The teachers expected the students to do the best they could do. As a result of the relationships between parents and teachers outside the school, living in the same community, and attending many of the same churches, high expectations for the students were communicated between parents and teachers. As Price stated:

I think every class that you went into, you learned from those teachers. You were there for an education, period. You may have been the slowest child or may have been the most advanced child, you were still a person that was going to be pushed to be the best that you could be. And it was their duty, the teachers, to push you in that direction" (C. Price, personal communication, September 28, 2014).



While at Lucy Addison High School, Price was interested in going to college based on the expectations set forth by his parents. Consequently, Price was enrolled in the college track of classes. As Price recollected:

Most of my classes were college oriented, as opposed to the vocational that was offered opposed to art. Other than taking the basic classes such as reading, writing, and arithmetic, I took Algebra I and II, geometry, physics, trigonometry, and biology. Because I was in the college track, there was very little interaction with the vocational track classes. (C. Price, personal communication, September 28, 2014)

Price was involved in Addison's extracurricular activities, mainly sports. The same team atmosphere that was evident on the sports teams at Addison also was present in school classes. As Price communicated, "I was more or less interested in football more than any other sport. I liked the aspect of playing on the teams because we ended up learning how to work and be a team with folks" (C. Price, personal communication, September 28, 2014); also see Appendix N). Lucy Addison High School also had many other extracurricular activities for students to participate in throughout the school year. Lucy Addison had clubs, proms, assemblies, and dances. (see Appendix O). Many of Price's friends were involved in two main non-sports activities that he remembers, the band and the choir. Price said, "I remember more of how important it was to enjoy the band and the choir. We were lucky enough, during that time, that the band and choir would give concerts to the school and within the community" (C. Price, personal communication, September 28, 2014).

Price credits his accomplishments in his life to the support he was given from his teachers and administrators while at Lucy Addison High School. While at Lucy Addison High School, his teachers expected nothing but the best from him. For example, Price communicated:

Ms. Poindexter would constantly make sure we knew how to speak and project ourselves when talking. Even Coach Cannaday, he checked in with us every day as athletes to make sure we had done our homework and were doing well in all our classes. (C. Price, personal communication, September 28, 2014)

The teachers and administrators communicated and collaborated among themselves for the students' best interests. The same communication that took place in the school also took

place in the neighborhood and at church. While living in the neighborhoods with their students and attending the same churches, teachers took the opportunity to communicate with parents on a regular basis. As Price recalled:

When teachers were associated with churches that students' parents attended, conversations took place about how you were doing in school. You would see them in church, speak [to them] out of due respect, and hope they had nothing bad to say about you in school. (C. Price, personal communication, September 28, 2014)

The relationships that were created in the school and within the community helped foster the school pride in the Black community. Because Addison was a community school, the community supported the school in many ways. As Price remembered, "School pride was something that was always here in the city of Roanoke. Addison was the best. When you knew you were going to Addison, that was school pride and you knew you were going to be the best" (C. Price, personal communication, September 28, 2014). The community would come out and support the sports teams and the band. Addison was the school in the Black community that everyone attended until desegregation. Price reported, "It was the place to be at because again, the pride in the school, the generations that came before built this pride" (C. Price, personal communication, September 28, 2014). Price felt the pride at Addison even as a small child growing up in the Black community. As Price indicated, "As a kid, I would walk to Addison and watch the football team practice. Watching the team play over the years and seeing the pride in the school was something I saw every day" (C. Price, personal communication, September 28, 2014).

The school pride and support of the teachers, staff, and community helped support the students in their education during segregated times. Price was interested in getting a good education. He felt he received that at Lucy Addison High School despite the fact that his school was segregated. Price expressed:

Now at the time, segregation really didn't faze me too much. It fazed me only in the sense that there was an injustice and that we thought that the injustice was there because we didn't get what we should have received and that it spilled over into education but it was also relevant to what was going on in society in general. But overall, no, it didn't faze me. (C. Price, personal communication, September 28, 2014)

The closing of Lucy Addison High School, however, did affect Price and the Black community. Even though Price was out of high school at the time, he had strong feelings about the announcement of the school being closed. As explained by Price:

I felt insulted at that time in my life. I just felt that it was no desire to maintain any of the educational institutions that had produced the type of African Americans who were involved in various aspects of society. That it was another attempt to erase African American educational institutions that were stamps on the African American society. (C. Price, personal communication, September 28, 2014)

Lucy Addison High School gave Price an education that helped him achieve many things in life. He felt the time spent building relationships with teachers, administrators, and the community helped him, as well as many other Addisonians, be successful in life. The high expectations and school pride at the school helped motivate students to feel empowered and therefore helped them become successful throughout their lives.

### **Don Shovely**

Don Shovely, a 1965 graduate of Lucy Addison High School, was born and raised in Roanoke, Virginia. The researcher interviewed Shovely at Lucy Addison Middle School on June 17, 2014. The interview took place at 3:00 pm in the Lucy Addison Conference room. The information that follows is taken from the transcript of the interview after it was member-checked by Shovely.

Shovely attended Lucy Addison High School from 1961 to 1965. Shovely grew up about five blocks from Lucy Addison High School on Fairfax Avenue. He is married to Mrs. Karolyn Shovely. They have two grown children. Their daughter works for the federal government in Washington, DC and their son is a school teacher in Norfolk, VA. They have two grandsons (D. Shovely, personal communication, June 17, 2014).

For Shovely, educational expectations began with his parents, but those expectations were soon heard from others in his family. He was pushed for an education by his parents, his brothers, his aunt and uncle, and even his grandfather. Both his mother and father graduated from high school. Shovely's mother graduated from high school in Christiansburg while his father graduated from Lucy Addison High School. As stated by Shovely, "yes, my mom and dad

pushed us, they believed in education. Education was pushed in our home, even by my brothers” (D. Shovely, personal communication, June 17, 2014). Shovely’s aunt and uncle pushed him for toward education as well. As stated by Shovely:

I have an uncle who was the highest ranking Black in the Navy; Admiral Samuel Gravelly. He always talked about education. He graduated from [Virginia] Union and went on to have a great career in the Navy. Even his wife, she was a school teacher, so education was big in my family. It was important. (D. Shovely, personal communication, June 17, 2014)

Even though Shovely’s grandfather did not have a formal education, he still pushed Shovely for an education. As communicated by Shovely, “he had a good job with Norfolk and Western Railway. He was one of the first Blacks that sued some unions to involve Blacks. He was always pushing me for an education” (D. Shovely, personal communication, June 17, 2014).

In addition to high expectations about his education, Shovely was also expected to become involved in extracurricular activities. Shovely reported, “Extracurricular activities were pushed also to get involved in different things” (D. Shovely, personal communication, June 17, 2014). Shovely believed that the push to be involved in extracurricular activities was due to his father having been involved in sports when he was a student at Addison. As Shovely expressed, “My father was from Roanoke and he graduated from Addison. He was an outstanding basketball and football player” (D. Shovely, personal communication, June 17, 2014). The same high expectations that started at home with Shovely’s parents and family members were in place at Lucy Addison High School too.

As Shovely recalled, a typical day at Addison was often started by walking to school with friends. He noted:

I remember the path on the way to school with my friends. We would come down the side of the hill by Burrell Memorial to get to school. We had a lot of chatter and people seemed happy coming to school. (D. Shovely, personal communication, June 17, 2014)

The positive atmosphere on the way to school carried over into Addison. Shovely remembered, “Addison was pleasant. I enjoyed it. Teachers were very nice and wanted everyone to be studious and learn. The teachers also challenged us in many different ways” (D. Shovely,

personal communication, June 17, 2014). One of the reasons high expectations easily transitioned with Shovelv from home to school was because of the relationship his parents had with his teachers. That made an impact on how he behaved and worked at school. As Shovelv reported:

My parents were in those social clubs with a lot of my teachers. They would all kind of hang out and party together back in the day. It's not like they didn't know me. They knew me and knew my parents, so that helped a lot I think, because they could always tell my mom or dad something and I would get in major trouble. (D. Shovelv, personal communication, June 17, 2014)

The same expectations that started at home for Shovelv also were discussed in social settings due to his parents building relationships with teachers, administrators, and community members. As Shovelv experienced, "My mom and them were in these social clubs and a lot of the social clubs were made up of teachers so that carried over into their lives as well which was important to my life" (D. Shovelv, personal communication, June 17, 2014).

While enrolled at Lucy Addison High School, Shovelv took the general academic courses and was involved in the vocational track of classes. After graduating from Addison, Shovelv went on to work for the Norfolk & Western Railway and retired after 30 years of service. Shovelv also got involved in extracurricular activities while at Lucy Addison High School. "I was in the marching band for four years, concert band as well" (D. Shovelv, personal communication, June 17, 2014). He was also involved in sports and other clubs. As stated by Shovelv, "I ran track while at Addison. I was also involved in a club called the Social Gents. A lot of us are still hanging out to this day. We were all very close" (D. Shovelv, personal communication, June 17, 2014).

The high expectations that Shovelv heard at home from his parents, aunts and uncles, as well as his grandfather also were expressed by his teachers at Lucy Addison High School. The teachers pushed the students to do their best and be the best. Shovelv reported:

Just looking back at my teachers at Addison, they were dedicated people. Ms. King, she was my homeroom teacher, she was awesome. Mr. Thubs, Mr. Coleman, Mrs. Hilda, Mr. Belcher, they were all nice. My teachers were always kind and very helpful. Even Ms. Steptoe, my home economics teacher and Ms. Pullens, they were just some awesome

ladies. The teachers would always tell us nothing is impossible. ‘Get your education, study hard, and you will accomplish it. You can do anything. Push yourself’. (D. Shovely, personal communication, June 17, 2014)

All in all, the Shovely’s experience at Lucy Addison High School was very rewarding because of the relationships he built with his teacher and the relationships his parents had with the teachers. Not only did they have a relationship in school, but they also had a relationship in the neighborhood and within the community, as a whole. These relationships even extended throughout the city through the social clubs which teachers and parents often belonged.

Due to the many successes of Addison’s academics, sports, and extracurricular activities, the Black community came out to support Addison. Whether events were taking place at the school, in the community, or out of town, Black citizens supported the students. As stated by Shovely:

Addison had a lot of support back then because it was a very successful high school in terms of sports and academics. So yes, the community was definitely behind the school. My mom was a chaperone a couple of times when Mr. Finley, the band director, took us to trips out of town. We went to New York, Philadelphia, and New Jersey for concerts. Mr. Finley would get members from the community and band members’ families to go with us. In fact, the social club that my parents belonged to, they were there to support us as well. Even at football games, the stands would be packed with the community. The same thing in basketball, the community packed out the games. Even at parades, the community would go with Addison as they marched to the parades downtown. The community was behind Addison 100%. (D. Shovely, personal communication, June 17, 2014)

While the nation, the South, and the city of Roanoke remained largely segregated, segregation did not negatively affect Shovely. As he indicated:

I am sure there were discussions about it by our teachers, administrators and parents, but we really didn’t hear about it. It wasn’t something I really focused on because we were so successful at Addison, it didn’t matter what they were doing at Jefferson or some of the

other schools we had back then. But it was all about Addison. It didn't really have a negative effect on me. (D. Shovely, personal communication, June 17, 2014)

Shovely felt that his four years at Lucy Addison High School were outstanding; so much that he rarely missed school. Because of the support from his teachers, parents, and the community, he felt he received a great education at Lucy Addison High School. After leaving Lucy Addison High School, Shovely attended Bluefield State College for three years and attended Strayer Business College in Washington, DC. While in Washington, DC, Shovely worked for the Southern Railway which eventually merged into Norfolk and Western to become the Norfolk Southern Railway where he retired after 30 years of service. Shovely is also a Vietnam veteran. He was in the infantry division. Shovely reported that in his spare time he works in his church, volunteers around the community, and that he is dedicated and thankful to God for all His blessings.

### **Class of 1966**

#### **Loretta Kasey Alston**

Loretta Kasey Alston is a 1966 graduate of Lucy Addison High School. The researcher interviewed Alston at Lucy Addison Middle School on September 12, 2014. The interview took place at 6:00 pm in the Lucy Addison Conference room. The information that follows is taken from the transcript of the interview after it was member-checked by Alston.

Alston attended Lucy Addison from 1963 to 1966. Since graduating from Addison, she has accomplished many of her goals. She attended Virginia Western Community College. She worked for Atlantic Mutual and retired in 2003 after 31 years of service. After retiring, Alston went back to school to get her degree in cosmetology. She is now in school studying theology at Bethlehem Bible College.

High expectations for an education were grounded at home for Alston. Her mother was a native of Franklin County, Virginia, and could only go to seventh grade to complete her education. Her father was from Rocky Mount, a town in Franklin County. Because of his responsibilities taking care of 13 siblings after his father passed away, Alston's father only received a fifth grade education. As stated by Alston, "My mother was very adamant as far as you had to have an education. It was instilled in us. My parents constantly told us that we could

not go any further from home until we got an education” (L. Alston, personal communication, September 12, 2014). The same expectations that were given to Alston at home were reinforced at church as well. After her parents moved to the Roanoke area, they attended two churches. As stated by Alston:

When we were children, we started off at Morning Star Baptist Church over on Rorer Avenue. Church was something that was important to my parents because it helped provide a foundation to us as children. And then we moved to Maple Street. My mother still belongs to Maple Street Baptist Church to this day. (L. Alston, personal communication, September 12, 2014)

The high expectations for success that were conveyed to Alston at home and at church were also present at Lucy Addison High School. A typical day at Lucy Addison High School involved a lot of structure, relationships, and a positive environment for an education. As Alston recalled:

While I was at Addison, I was in academic classes. My favorite teachers were Mr. Arnesty and Ms. Thompson. They both inspired me to be the best I could be. I looked up to them. I loved Mr. Coleman, he was our vice-principal and Mr. Phillips, our principal. Mr. Phillips and Mr. Coleman did not put up with a lot of mess. (see Appendix P for a photograph of both principals). We didn’t have a lot of disruptions in class. When I look back at Addison, our teachers were our parents away from home. They made sure we were dressed appropriately and behaved while in school. (L. Alston, personal communication, September 12, 2014)

The Lucy Addison choir would sing in different churches around the community. While visiting different community churches, the students were reminded by their teachers about representing Addison and their families with school pride. Alston explained, “The Lucy Addison choir would go sing and whatever, so I basically would see my teachers and had a good relationship with them and their families even while in church” (L. Alston, personal communication, September 12, 2014).

While at Lucy Addison High School, Alston also became a well-rounded student by being involved in the extracurricular activities at the school. After school, there were activities as



such as the prom, after-prom party, and other events around the community for Addison students. As Alston expressed:

I went to the after-prom basically, my friends and I, because of working at the Hotel Roanoke. As a senior, the senior prom was the only one you went to. We also used to have after school dances. They used to have sock-hop night at the Y, as well as, skating and dancing too. (L. Alston, personal communication, September 12, 2014)

Alston remembered that the teachers and administrators at Lucy Addison High School held high expectations for their students. Many of the same expectations that were exhibited at home by parents were likewise expected in school. The structure and consistency provided at school supported an environment for learning. Alston communicated:

The administrators were basically disciplinarians. They made sure they knew each and every student by name. They knew your background and everything. We even had guidance counselors who kept up with our grades and would go over grade point averages with us. They wanted to make sure if we were not working up to our capacity, they could help us. The guidance counselors would even make sure had all our paperwork done for college and your grades and your SATs and everything ready for us. Even my teachers, they made sure they provided us with a great education every day. They did not mind helping us in any way. Bottom line, they wanted to make sure we were going to be successful. They gave us a foundation. (L. Alston, personal communication, September 12, 2014)

While enrolled at Lucy Addison High School as a student, Alston witnessed the Black community supporting the school in many different ways. Alston indicated:

Addison was all we really had here in Roanoke in the 60's. So the Black community did support the school. No matter what events were taking place, the Black community was there. The support really came in helpful for some kids because back then, a lot of our parents, they were working people and couldn't take off like other parents. (L. Alston, personal communication, September 12, 2014)

The Black community also showed a great deal of school pride. They would attend many of the sport events and extracurricular activities. Alston reported:

Anytime something was happening at the school or Victory stadium, the community came to support Addison. Many members of the community and housing projects that were homes to many Addison students came out to support the students in large numbers. For example, over here in the projects where Charles “Big Dog” Thornhill and all them lived at, during game time, they were together to support the kids at the games. (L. Alston, personal communication, September 12, 2014)

While attending Lucy Addison High School, Alston had many positive experiences. The relationships she built in her school and within the community helped support the students at the school during segregated times. As communicated by Alston:

We never had a problem with it before when we were living apart. On Patterson Avenue, you had some of the richest White people in Roanoke. We played with their kids all the times. They were our buddies. We didn’t have any fighting, we didn’t have Black and White, we just played and had a good time. (L. Alston, personal communication, September 12, 2014)

Lucy Addison High School was a way of life for Alston. Her teachers, administrators, and friends made the school a great place to be for her. Alston felt the teachers taught her and her friends a great deal about life and how to use an education for their benefit.

### **Ivory Morton**

Ivory Morton graduated from Lucy Addison High School in 1966. The researcher interviewed Morton at his home in Roanoke, Virginia, on September 6, 2014. The interview took place at 2:00 pm in the dining room of his home. Information that follows is taken from the transcript of the interview with Morton after he reviewed it for accuracy.

Morton was born and raised in the city of Roanoke. He attended Gilmer Elementary School, Booker T. Washington Junior High School, and Lucy Addison High School. He is married and has two sons.

High expectations for a good education started at home for Morton before he even stepped a foot on the school grounds. As stated by Morton:

My parent's expectations were extremely high to the point you could end up with corporal punishment. You didn't pull your parents off their job to have the principal or teacher tell your parent that you were showing off. You didn't do that. Matter of fact, you would get embarrassed in front of your peers and your teachers for doing the wrong thing when you were supposed to be getting an education. The average teacher would call or come to your home. They made sure they had communication. They knew your parents. If you had peers that went to Addison before you, the teachers knew what your parents expected. So between the community of parents, clergymen, even business people, the foreigners that were in the neighborhoods, the Syrians, and the Jews that were in our community, they had pride for us being Addisonians. (I. Morton, personal communication, September 6, 2014)

Morton's parents placed a premium value on education. The community supported the same value. Morton explained:

My father worked more. He depended on my behavior to be one of excellence. My father did not have a strong educational background but he had a strong moral ground. He was a working man and he was encouraging. He was an encourager. He wanted me to have what he didn't have. My mother passed away when I was in the fourth grade. My father married again right after I graduated. But that's the beauty of what I experienced because everybody that lived in the community was an Addisonian. They became my sisters and brothers. And that's the thing about the word Addisonian. Addison represented total family, total community. (I. Morton, personal communication, September 6, 2014)

A typical day at Lucy Addison High School for Morton involved a confidence in education communicated at home and from the community of brothers and sisters for Morton. From his time attending Lucy Addison High School, Morton recalled those years as a confidence builder. He noted that he felt supported by his many "brothers and sisters" who, for years, looked out for him after his mother's passing. In his interview Morton said:

I was on the vocational track while at Lucy Addison High School. I had your basic classes. I took science, government, geometry, and carpentry from the late Mr. Bernard Johnson. What I learned about carpentry is a habit I picked up then, he taught us drafting. Mr. Johnson took a major interest in me because I always liked drawing but my drawing came out in drafting by print. Mr. Johnson, Ms. Pullens, Mr. Arnesty, and all my teachers, they took an interest in me and my classmates. They taught us proper communication skills, how to relate to people, how to go on a job and to keep your eyes on the interviewer, and to speak with certainty. Even the janitor, Mr. George L. Hairston and the cafeteria workers at Addison, they all wanted us to achieve and had an impact on the education we received while at Addison High School. (I. Morton, personal communication, September 6, 2014)

Not only did Morton receive high expectations for an education while at Lucy Addison High School, he was also expected to get involved and participate in activities at the school. As related by Morton:

Lucy Addison had all kinds of clubs, sports, and events for you to get involved in. I went out for football and basketball. But my interest was this, if I got accepted, all well and good, and if I didn't, I am still an Addisonian. If you didn't make it in the extracurricular activities, there were plenty other things to get involved in. Even on Fridays, Mr. Phillips, our school principal, he would allow us, as juniors and seniors, to dress out. All the little fraternities and sororities at the school would dress out in their colors that day. Some of the clubs were the Valiants and Social Gents. (see Appendix Q). You had to reach certain credentials in order to wear the uniform. We also had musical talent shows, debates, and many other activities other than sports. All these things allowed us to feel very prideful in being an Addisonian. (I. Morton, personal communication, September 6, 2014)

The environment that was created at Lucy Addison High School for the students was one that was focused on preparation. As communicated by Morton:

Our teachers incorporated in us to be prepared because we knew the force of integration was coming along. Many of us had the vision then, and I was against integrating. The reason why, integration broke up our community and when you break up the community,

you break up the track. But all in all, our teachers wanted to prepare us with a good education. They wanted to prepare us through the tracks in our schools to be ready for college or the work world and to present ourselves with confidence and a lot of respect. (I. Morton, personal communication, September 6, 2014)

The relationships the teachers and staff members built with the students while at Lucy Addison High School also transitioned to the weekends in the neighborhoods and the community. As stated by Morton:

See that's the one thing about the teachers of Addison. They made sure they could identify with the community by dealing directly within the community. They had no problem calling your parents because they had a relationship with families. And then church brought us together because many churches had our teachers so to have the spiritual experience and see the Christian community of the African American community, especially then, it was strong because church is where you found your peace, your unity, and your hope. The pastors would even instill in their sermons and through their dialogue acknowledgements of students going to school, putting their best foot forward, and making sure they took pride in getting an education at all times. (I. Morton, personal communication, September 6, 2014)

These relationships that were cultivated throughout the Black community fostered even greater support for Lucy Addison High School. Morton recollected:

The Black community supported Addison with superb, complete unity. The different sections in the African-American community such as Northeast, Southwest, and Northwest all had the same idea. If the school needed something, the community pooled together their resources and saw to it that the school got it. (I. Morton, personal communication, September 6, 2014)

The support from the Black community, along with the many positive relationships built between the school, churches, and community businesses, helped generate a great deal of school pride for Addison. As communicated by Morton:

When the band was going to play, people left all of their other activities to run up to Addison or follow the band to the parade or the game. The band was awesome. Whenever they went somewhere, they took the community with them. Even at basketball, football, and track meets. Parents would come out to the games. Home games and Victory Stadium would always be packed to the brim with parents and community members. The community had a lot of school pride for Addison. Addison was the light on the hill. And what Addison did as an institution of education was to afford us the opportunity to become first class citizens instead of taking the back door. (I. Morton, personal communication, September 6, 2014)

At the time Morton attended Lucy Addison High School, the school had operated as a segregated, all-Black high school since its opening in 1928. Morton stated:

Segregation did not deter us from becoming who we believe we are. And when it was recognized that no matter what color we are, we are children of God. We always maintained class at Addison. No matter if it was the first class of Addison or the last integrated class, we maintained. We were so thankful that some students had the opportunity to attend Addison their freshmen or sophomore year because they took that Addison pride with them to the other schools. (I. Morton, personal communication, September 6, 2014)

When Roanoke City Public Schools desegregated, some Black students began to go to formerly all-White schools. Morton remembered that the teachers at Addison tried to prepare those Black students who would be leaving Addison so that it would be a smooth transition for them. As reported by Morton:

What I remember was the staff of Addison made sure that there would be a smooth transition. They had prepared all the students and staff for Patrick Henry, William Fleming, and for Jefferson High School before it got tore down. It was a moment to know that Virginia was anti-integration. It was a moment to see what would we do as a church, as an education institution. What we did, we became vanguards of it. Many of us in my class, we became actual vanguards protecting those who were not accustomed to the situation and protecting those who didn't know what it was to have their own school

while all the time having Black pride. (I. Morton, personal communication, September 6, 2014)

After Ivory Morton graduated from Lucy Addison, he heard years later that Addison was going to close. There were many concerns coming from the community, at large, and from many Addisonians about their school. As remembered by Morton:

I was upset. And we were in retaliation mode. Because the question goes today, “Out of all the high schools in Roanoke, why would you take down an African-American high school?” We did not accept it. Lucy Addison High School was one of the major institutions of learning in the African-American community. We were not going to let them close our school without a fight. (I. Morton, personal communication, September 6, 2014)

Morton felt he had a great experience as a student at Lucy Addison High School. The relationships he built with the teachers and the administrators and the support of the community for the school, made him very appreciative of the preparation he received at Lucy Addison and of the time they took to mold and shape him into the person he is today. Through Lucy Addison’s legacy, he learned that Ms. Lucy Addison and the school named after her together formed a foundation that proved to him and many other Addisonians what education could do (I. Morton, personal communication, September 6, 2014).

### **Class of 1967**

#### **Mae Huff**

In 1967, Mae Huff graduated from Lucy Addison High School. The researcher interviewed Huff at Lucy Addison Middle School on June 13, 2014. The interview took place at 4:00 pm in the Lucy Addison conference room. The information that follows, which was reviewed by Huff, is taken from the transcript of that interview.

Lucy Addison High School was a major part of Huff’s life growing up. Her sisters, cousins, and many of her relatives attended Lucy Addison High School. After graduating from Lucy Addison High School, Huff went on to train as a secretary and was the first Black unit secretary hired at Community Hospital in Roanoke, Virginia in 1967. While working at

Community, she took classes at Virginia Western Community College. After graduating from Virginia Western Community College in 1970, she got married and went on to work for Ingersoll-Rand, a company that manufactured drilling equipment, where she was also the first Black employee hired.

Huff's mother grew up on a farm while her father was raised in Halifax County. Being raised on a farm was a different type of lifestyle than growing up within the city. Huff explained that girls often stayed and worked on the farm a little longer than did boys. Due to the demands of working on the farm, education was not always a priority for Huff's parents while they were young. Huff reported that her mother went through possibly the seventh grade, while her father, who raised tobacco, probably went through the ninth or tenth grade. Huff's mother was a homemaker and stayed home to take care of Huff and her five siblings. After farming for a while, her father wanted a better life for his family so he decided to move to Roanoke. Huff's father was the first Black foreman at the Roanoke Gas Company. Both of Huff's parents realized the struggles in life they had growing up and they placed a high importance on education for Huff and her sisters. As stated by Huff, "my father knew the importance of an education because he lacked the ability. He was a smart man not to have a lot of formal education. He truly knew the importance of an education" (M. Huff, personal communication, June 13, 2014).

Huff also grew up with a strong spiritual foundation in her home. As communicated by Huff:

Church was a foundation for my family. Churches back then played a major role in the community. They made sure the children were involved in the stuff at church. Back then you went to church two or three times a week, depending on your affiliation. My mother was very active in the church. My father went to church when he wanted to due to spending time taking care of the family. But if the church needed something, he would be the first one to pay for it. He was very supportive of the church. (M. Huff, personal communication, June 13, 2014)

The same high expectations that were communicated to Huff in her home, along with the spiritual foundation she received in church, also impacted her education at Lucy Addison High School. For Huff, a typical day at Lucy Addison High School involved taking classes in the vocational track. She reported:



While at Addison I took basic English, math, science, and chemistry. Every day at Addison was structured. The teachers at Addison were strict and expectations were high. They had high expectations for you when you came into the school and when you came into the classroom. They expected you to behave and get your education. You didn't want to get in trouble because the teacher could paddle you in the closet and definitely call your parents' house or stop by when they left school. See, back then, the teachers and administrators lived in our neighborhood. Even Mr. Phillips, he was the principal. He was a very strong principal, very professional, he expected a lot, and his school was quiet. You didn't hear a lot of noise and a lot of talking. You went about going to class and doing what you had to do to get an education. He was a no-nonsense kind of principal. (M. Huff, personal communication, June 13, 2014)

Lucy Addison High provided a well-rounded experience for Huff. Not only did she appreciate the education she received and the relationships she developed while at the school, she also became involved in clubs and other extracurricular activities. Huff referenced:

I was in the Future Business Leaders of America club while at Lucy Addison High School. I tried to stay involved at the school, but was a shy kid. I was not one to join a lot of organizations and things like that, just had a select few things I participated in. We also had things like proms. The proms were held in the gym. (M. Huff, personal communication, June 13, 2014)

Lucy Addison High School's band and sports teams were a couple of the other activities that students were involved in at the school. Even though Huff was not involved in the band, she did run track at Addison. Huff recalled:

Our band was renowned. I mean we were known for our athletics and our music department, the choir, and the band. There were fabulous, very talented musicians at Addison when I attended there. And we took great pride in our football team, our track teams, we just, we were proud Addisonians then, just as we are now. And we had a lot of excellent athletes go through Lucy Addison High School. (M. Huff, personal communication, June 13, 2014)

Lucy Addison High School teachers and administrators supported the students. Many of the relationships that the teachers built with the students and their parents started in the community and while attending the same churches. Huff remembered:

The teachers and the principals lived in our community. You would see them in the grocery store, downtown, and even at the market when we went to shop. They were always out and about. Like they were neat and professionally dressed in school, you would also see them taking care of their homes and yard the same way in the neighborhood. They were neighborhood people. Being that our teachers and administrators lived in our neighborhoods, that impacted how we behaved in school. If you got in trouble at school, more than likely, your parents would find out about it. Teachers and administrators would come to our home, call our parents, and talk to them in church about us. (M. Huff, personal communication, June 13, 2014)

Lucy Addison teachers and administrators supported the students and gave them a foundation for future studies or work and for life. The students were supported by the school and the community. As communicated by Huff:

While at Addison, everybody raised everybody. They say it takes a village to raise a child. Well, the village participated when I was at Addison. Everybody in the village participated. I love that fact because there was a bond just created within the entire community. So everybody was involved. You got in trouble one place, you going to get in trouble the next place. So expectations were high for every kid. (M. Huff, personal communication, June 13, 2014)

The Black community at large also supported Lucy Addison High School. They had a great deal of pride in the school and helped support the students in different ways. Huff recalled:

Any Addison event was a community event, if that makes sense. They were well attended. People took pride, whether they had children still at Addison or not. People took pride in the Addison Bulldogs. They were there. If we went to Salem, people followed you to Salem. Wherever we went, there was a crowd of people supporting us. (M. Huff, personal communication, June 13, 2014)

While at Lucy Addison High School, Huff felt she had the support of the teachers and administrators. She explained:

I think the teachers set high expectations for you. We had counselors who cared about the students, and if they saw potential, they encouraged you to go further. They would tell us what they expected from us and what they wanted us to do. They would show us avenues and gave us a lot of resources to help us be successful. We knew the teachers, administrators, and staff members of Addison cared about us. They drew it out of us, because they set high expectations for us. Because they lived in our community, they encouraged us and found many resources to help support us. (M. Huff, personal communication, June 13, 2014)

Huff graduated from Lucy Addison High School in 1967. When she graduated, Lucy Addison was still an all-Black segregated school. When asked about the impact segregation had on her education, Huff noted the following thoughts:

I don't think it had a great impact on me because I was given the opportunity in 1966, my senior year, to transfer to Fleming, [a formerly all-White school]. But I elected not to do that. I had some friends that said, "Ok, I am going to Fleming because I might get a better education or get a better chance." Some of their parents felt that way. But my father let us decide. I decided to stay at Addison because I just felt like, I have always gone to an all-Black school, my teachers have always been all-Black, and I myself did not want to experience change. I guess maybe I was not progressive in that way, but I just felt like it was, Lucy Addison, was my heritage and that is how I was thinking. I wanted to graduate from my all-Black high school. (M. Huff, personal communication, June 13, 2014)

Even though Huff decided to stay at Addison, some of her friends made the decision to attend other schools such as Jefferson High School or William Fleming High School. They had a different experience than what students had lived while at Addison. As stated by Huff:

Many of my friends [who transferred to formerly all-White schools] felt like the teachers were not treating them fair in their grading. They felt like they were being discriminated against as far as participation in all the new little ventures. They felt like they were

second class citizens where they really did not experience that in the all-Black school because we were all the same. (M. Huff, personal communication, June 13, 2014)

The schooling experience that Huff received at Lucy Addison High School was different than what her friends experienced while at other schools. As communicated by Huff:

I think my experiences were formed. Let's just say I think it created a thought process for me that I always wanted to give back to the community in some way, the same way the community gave to me when I was a student. I always wanted to make somebody's life better. I think that if you are a giving person, you get it back twofold. The Addison community would help the school and the students in any way they could. It was a bond of togetherness I think. (M. Huff, personal communication, June 13, 2014)

Huff graduated from Lucy Addison High School in 1967. Even though she had graduated from the school, she did not like hearing of the threat to close Addison. Huff recalled:

It was not good. It runs deep and to hear that they were closing the school was just not a good thing for our community. We really felt like we were being discriminated against, that the other races in this community were not respectful of our history, and really wanted to close our school down. We have a lot of history at Addison. The school means a lot to this community. (M. Huff, personal communication, June 13, 2014)

While at Lucy Addison High School, Huff learned a great deal that she feels she will take with her for the rest of her life. After working as a secretary at Community Hospital, she went to work for the city of Roanoke in the personnel office. She was one of the first four Black employees hired. She worked at the Civic Center where she retired as the Fiscal Officer. Continuing her quest for education, she earned her bachelor's degree from Averett University in Business Administration. She has continued to work for the best interest of the community and students' lives as she currently serves on the Roanoke City School Board. She is looking forward to making an impact on the lives of children in giving back to the community the same way the community gave to her as a child.

## **Joyce Ross**

Like Mae Huff, Joyce Ross is a 1967 graduate of Lucy Addison High School. The researcher interviewed Ross in the Lucy Addison Middle School conference room on October 12, 2014 at 2:30 pm. The information that follows is taken from the member-checked transcript of Ross' interview.

Ross retired from American Electric Power in 2010 after 39 years of service. Upon retirement, she began to work with various organizations within the community. A member of the Altruist Club, an all-Black female organization, which works with young ladies in the Roanoke community to help raise funds to send young women to college, Ross gives back to her community. She continues to support the young ladies with donations to help increase their chances of going to college. Currently, she is an active member of Hill Street Baptist Church in Roanoke.

High expectations for Ross's education started at home with her grandparents. Due to her parents not living in the area, her grandparents raised her. Her grandmother was a domestic worker for a White family while her grandfather worked for the railroad. As stated by Ross:

My grandparents continually encouraged me to read and be doing something. They encouraged me to do the best and be the best. From their high expectations, I was determined to do what I needed to do to be excellent at all times. Because of the high expectations set before me. (J. Ross, personal communication, October 12, 2014)

In addition to the high expectation for an education from her grandparents, Ross also received her spiritual foundation from them as well. As communicated by Ross:

My grandmother belonged to Loudon Avenue Christian Church with Reverend William Lee while my grandfather belonged to Sweet Union Baptist Church with Reverend Edward Burton. I was involved in church and received a foundation on the importance of having God in my life. (J. Ross, personal communication, October 12, 2014)

The high expectations demonstrated in her grandparents' home along with the spiritual foundation laid in church helped prepare Ross for Lucy Addison High School. In regard to her classes at school, Ross said, "When I was at Addison, I was a business major. I loved anything as

far as business administration, secretarial stuff, shorthand, of course typing. The classes I took were mathematics, science, and Spanish” (J. Ross, personal communication, October 12, 2014).

To help support her education and involvement in the school, Ross also participated in the extracurricular activities at Addison. She recalled:

I was a member of the National Honor Society. I was also a member of DECA, the distributive education program. I was a member of Spotlight Press, working with the production of the yearbook every year. I was in the Future Business Leaders of America, on the girls track team, and I was crowned Ms. Addison in the 1966 homecoming. Lucy Addison had a host of different events for students to get involved in. Just to name a few, we had the proms, the band, and had a lot of great teams in football, basketball, and track. (J. Ross, personal communication, October 12, 2014)

The teachers and administrators at Addison set high expectations for students and built relationships with them and their parents. These relationships that teachers and administrators had with parents out in the community are noteworthy. Ross communicated:

The administrators and teachers at Addison were all great people who wanted to help us in any way they could. They all knew our background and where we came from a lot of times before we even got to the school. Going back to Mr. Edwin Phillips, our principal, he was an outstanding man. He would always speak to you and ask if there was anything he could do for you, just to ask. My teachers and front office staff were the same way. For example, Mrs. Virginia Belcher, Ms. Hilda Day, Mr. H. L. Fulford, Mrs. D. D. Witten, Mr. George Coleman, Mr. Irvin Cannaday, Ms. L. C. Fuller, Mrs. P. B. Fears, and Mrs. Delois Broady. They created high expectations for me as well. They were dedicated and committed to making sure we got an education while at Addison. The teachers would constantly take their time to help the students before school, after school, or even on the weekends. I never had any one of them turn me down for help. I think it was because they were really concerned about us and cared about us. (J. Ross, personal communication, October 12, 2014)

The same relationships that were built with the students at Addison while Ross was there also took place in the evenings and on the weekends with parents and community members. As

stated by Ross, “I would see my teachers at churches, the mall, and a lot of times at dinner with my family” (J. Ross, personal communication, October 12, 2014).

In addition to the support the parents showed Lucy Addison High School, the Black community likewise supported the school and the students. As stated by Ross:

The community was awesome. I can remember times when we would have parades and the band would participate. The people were just there because they knew Addison had that famous freeze. (see Appendix R). As far as football and basketball, people would turn out in large numbers to support the teams. If the school needed money for things, the school would have fundraisers and the parents and community would donate money to help the school. The community helped make the school successful. (J. Ross, personal communication, October 12, 2014)

The supports for Lucy Addison and its students coming from the parents, faculty and staff, and the community helped develop a sense of pride for the school. Ross recollected:

The community loved Addison. Anything Addison put on, I felt that the community was involved. They wanted to support whatever they could because they knew this was our Black high school and they wanted to make sure that the students got what they needed. It was just awesome to see people do for Addison. (J. Ross, personal communication, October 12, 2014)

When Ross graduated from Lucy Addison High School in 1967, the school was still segregated. It remained an all-Black high school until 1970 while several formerly all-White high schools had begun to admit Black students. As related by Ross:

I never had any problems due to segregation. I never had any incidents with anybody when we had segregation. Nobody White ever mistreated or called me out of my name. Everybody treated us with respect and we treated them with respect as well. (J. Ross, personal communication, October 12, 2014)

After Ross graduated from Lucy Addison High School and was well on with her life in 1972, the news started to travel throughout the Roanoke area and the state that the school was going to close. As communicated by Ross:

That was a shock. I kept thinking, “Why are they going to close that fine school?” I just couldn’t believe it. We had a lot of great people come out of Lucy Addison High School and will continue to have great people come out of this school. Thank goodness somebody spoke up to prevent our school from closing. (J. Ross, personal communication, October 12, 2014)

After graduation, Ross went to Virginia State University in Ettrick, Virginia, for one year in her quest for continued education. She then left and went to Strayer College in Washington, DC where she received her two-year associate’s degree. She finally completed her educational journey by earning her four-year bachelor’s degree from Averett University in Danville, Virginia, in Business Administration. She believed the foundation she received at Lucy Addison High School helped her achieve her educational goals in life.

### **Class of 1968**

#### **Ruth Campbell Claytor**

Ruth Claytor is a 1968 graduate of Lucy Addison High School. The researcher interviewed Claytor on August 16, 2014. The interview took place at 5:30 pm at William Fleming High School where Claytor is the 11<sup>th</sup> grade hall principal. The information that follows is taken from the transcript of the interview after it was member-checked by her.

Claytor attended Lucy Addison High School from 1965 through 1968. Claytor has been married to her high school sweetheart for 44 years. They have two grown children and one grandson. After high school graduation, Claytor entered the workforce but eventually decided to go back to school. She received her bachelor’s degree from Hollins University and her master’s degree from Virginia Tech.

The value for an education for Claytor and her older brothers and sisters started at home. As stated by Claytor:

My father, I think [got through the] eighth grade. And my mother eventually got her G.E.D. she was so proud of. She got it late in life, even after I was married and had children. Well, being the youngest of seven children, the expectation is you will go to school and you will do well. Both parents worked and so it was my siblings, a lot of times, that were there to make sure I had things done of what I needed to do before I went



to school the next day. But there was no “I don’t want to go to school, I don’t feel good, I don’t like this.” You went to school because they knew education was to help us get to the next level. (R. Claytor, personal communication, August 16, 2014)

High expectations were not only set for Claytor in her home, but also in her church. Her parents also emphasized the importance of a spiritual foundation. As communicated by Claytor:

Just mostly the church; my father was a deacon, my mother, a choir member. But their biggest role was they made sure all seven children got to church every Sunday. That was the expectation; you got ready on Saturday night and you lined up on Sunday morning and you went to Sunday school and church. Again the expectation was that we would be involved in the church. Some people had Bible readings and scripture studies, but not us, we didn’t do all that. My dad was, he meant business, being a deacon in the church. Well it was just what we knew, how we grew up. We knew on Sundays you went to church. And if you didn’t go to church, don’t expect to do anything else the rest of the Sunday afternoon. But we knew, from that day, you don’t go to church, you stay home the rest of that Sunday. (R. Claytor, personal communication, August 16, 2014)

The high expectations from home and for church carried over to Claytor’s educational career at Lucy Addison High School. A typical day for Claytor included walking to school with her friends and participating in a variety of classes. Claytor recalled:

A typical day, well, first of all, I walked to school. I lived just on the other side of 10<sup>th</sup> Street so there were no buses to pick us up so I usually walked with three or four of my friends. We hooked up and met each other along the way. We got to school and hung out in the halls for a few minutes; talked to teachers, talked to each other. You would see Edwin Phillips, the principal, go through quite often, and of course we knew he meant business. However, he was always very kind and sociable with us. Classes; I loved my teachers. Regular classes: English, math, social studies, the sciences. I do remember a home ec. class which was pretty neat. It was set up like a home where you had a living room and a bedroom and a kitchen and you were taught all of the skills of keeping up a nice home as well as learning cooking and sewing. Gym classes; hated the gym suits. Of course the girls, we would think we were looking cute and they were constantly telling us

to roll your gyms suits back down because we wanted to roll them up because we wanted to be cute in the classes. (R. Claytor, personal communication, August 16, 2014)

Claytor did not play any sports at Lucy Addison but she was involved in some of the clubs and participated in other extracurricular activities at the school. Claytor communicated:

There were social clubs that were very valuable to us. They were for boys and girls. Some of them that I remember were the Social Gents, Valiants, Omega Teens, and the Socialistic Teens. The clubs would meet in different houses on the weekends. To show our unity, we would wear our colors for our social clubs at school and be present at basketball and football games together to make a statement of who we were. We also had Proms which I really enjoyed. The juniors and seniors actually decorated the gym. Freshmen and lower classmen were not allowed. It was only juniors and seniors; a true junior-senior prom. The teachers and our parents would chaperone. (R. Clatyor, personal communication, August 16, 2014)

Claytor enjoyed Lucy Addison High School not only because of the education and extracurricular activities she was involved in, but also because of the relationships she built with her teachers and administrators. As stated by Claytor:

Yeah, Ms. Broady was an English teacher. Connie Hamlar was one that really impacted me...Spanish teachers, Mrs. Spencer and her husband Mr. Spencer was my biology teacher. Let's see, Chauncey Logan really had an impact on my life; he was social studies for me. Yeah, I loved Chauncey. We were church members together so I got to see him a lot. Ms. Pullen, geometry, I can still see her doing that. So there were quite a few. (R. Claytor, personal communication, August 16, 2014).

The teachers and administrators at Lucy Addison High School made an impact on Claytor. Not only did relationship-building take place at the school but also in the neighborhoods where the teachers and administrators lived in proximity to the students. As expressed by Claytor:

Because most of them came from our neighborhoods, we saw them more than just at school. We saw them at church, we'd see them at the grocery stores, and we knew we

could grow up to be like them because we saw them as professionals. They were very neatly dressed, they spoke well, and they were people we could emulate. So we could see ourselves in them every day. They held high, high expectations; no nonsense. You knew you were loved though. And they didn't hesitate to stop by your home on the way; if they couldn't get your mom on the phone and you would see the teacher coming up the sidewalk. And the other thing, it wasn't unusual for us to go out and hang out at a teacher's home on the weekend or something. (R. Claytor, personal communication, August 16, 2014)

The Black community was there to support the school in different sports events, extracurricular activities, and parental involvement activities. As communicated by Claytor:

There was always a presence there. My girlfriend's father, I remember, used to pick us up and take us to the games. But the parents would always make sure that we were safe; they would pick us up, take us to the games, sit in a certain place. The expectation was you can go have fun but this is where you need to be when it's time to go and so forth and so on. Always a lot of excitement at the games; I just remember lots of people being there. (R. Claytor, personal communication, August 16, 2014)

Claytor also remembered that the community enjoyed Addison's band as well. She recalled:

The band would start playing and marching from Addison. And they actually used to do their practices. I lived over on Hanover Avenue, of course you know where the school is, and a lot of times they would do their practices marching through the neighborhood and so there was that excitement of that drum cadence coming through. The little kids would be lined up so it was always a celebration when the band practiced. It was a celebration pretty much. Of course the little kids were going to join along, they would get alongside and join in. Mothers who happened to be home, they would come out and wave. So it was always, I would have to say, use the word celebration. There's something about a band that makes you very excited to be a part of something. (R. Claytor, personal communication, August 16, 2014)

Like all the other participants, Ruth Claytor attended Lucy Addison when the school was still an all-Black segregated school. During her interview, Claytor offered these reflections on attending a segregated school:

I don't think it's anything that we ever really talked about, that I recall. You did what you did. Of course I remained at Addison, I was never a part of the, whether you call it desegregation or integration. And I would tell my students, when I began teaching, I never had an opportunity to go to school with another culture or to even have a different culture teach me. So I've always known what I know, which is African American students, African American administrators, African American teachers, and it bode well for me. So it's not to knock the other side but I never experienced the other side so I can't really speak to that as far as how it impacted me. (R. Claytor, personal communication, August 16, 2014)

Roanoke City Public Schools desegregated in 1960 but the process was gradual and desegregation was not completed until 1970. During the decade between 1960 and 1970, some Black students went to other schools that were formerly all-White schools, such as Monroe Junior High School, William Fleming High School, or Jefferson High School. Claytor's memories about the desegregation of Roanoke City Public Schools are captured in this quote:

The biggest thing I remember is that it split us up; good friends we've had and grown up with all the years. And all of a sudden you draw a line and if you're on this side of the line, "You go that way." And the others, "You stay." There could have been, and I don't know this to be true, but there may have been a sense of, "Well, why didn't I get to go?" Or how did they choose? Or because you're talking about something that's supposedly better and so. "Why did some get to go to the better school and some didn't?" But there again, you had nothing to compare it to so, but I think just the friendships that were, I wouldn't say severed because we still lived in close proximity in the neighborhood but it's not the same as being in organizations and doing things together in schools. A lot of friendships suffered. (R. Claytor, personal communication, August 16, 2014)

Claytor had already graduated from Lucy Addison High School when she heard the news of the school possibly closing in 1972. As reported by Claytor:

I guess my biggest reaction was, and it wasn't just Lucy Addison, it was all of the Black high schools, were closing and changing into middle schools, so it was like, 'Where's our legacy?' And, yeah, it's still there, it's Addison, but it's not Addison High School, it's not the same legacy that I remember, the things that I did: the band, the social clubs, the academics, the teachers, Mr. Arnesty, the government teachers, and like I said, Chauncey Logan, those kinds of things. Edwin Phillips (laughs), he'll always be in my mind. So I think that was the thing, "Where's our legacy?" (R. Claytor, personal communication, August 16, 2014)

Ruth Claytor has fond memories of Lucy Addison High School. She enjoyed her experiences and the relationships she built while at the school with friends, teachers, and administrators. In summary, Claytor stated the following:

Addison was what I knew. Addison is what I lived. Addison is what I loved and still do. And by that, what I mean is every opportunity I have to talk about it, especially to this generation, I will always bring up what Addison meant to us.

### **William Pannell**

William Pannell is also 1968 graduate of Lucy Addison High School. He lives in Roanoke, Virginia. The researcher interviewed Pannell on October 10, 2014. The interview took place at 4:00 pm at Lucy Addison Middle School in the school's conference room. The information that follows is taken from the member-checked transcript.

Pannell attended Lucy Addison from 1966 to 1968. At the current time, he is retired from Norfolk Southern Railway. He retired after 38 years of service. He has been married to Mary Pannell for 45 years. They have one daughter and one grandson. They both attend Pilgrim Baptist Church.

High expectations for an education and for life were set for Pannell by his parents. He grew up in a home where a strong work ethic was stressed. As stated by Pannell:

My family just wanted us to go out and do the very best we could do. At that time, back in those days, it was about work. Neither my mom nor my dad finished school due to trying to take care of our family. You had to really work and if you could go to school, that was a plus. We were told that the main thing was to get our high school diploma.

That was our biggest concern and we did good to be able to get that. (W. Pannell, personal communication, October 10, 2014)

The same high expectations that were created in the home for Pannell were also reinforced at the church. Pannell communicated the following:

Both of my parents went to church. Other than that, they were not involved in any clubs or community organizations, but they did go to church and we were raised in the church. But I know, as I look back on it now, I can see God really was preparing us and we didn't even really know. (W. Pannell, personal communication, October 10, 2014)

Pannell learned that his parents had high expectations for him about getting an education. He also received a spiritual foundation in church that he carried with him to school at Lucy Addison High School. While attending Lucy Addison High School, Pannell was in the general track of classes. As stated by Pannell, "I just took a general class, it wasn't college preparatory or anything like that, just general classes. I also took foreign language while at Addison" (W. Pannell, personal communication, October 10, 2014).

Pannell remembered being involved in extracurricular activities while at Lucy Addison High School. He was an athlete and remembered that the entire student body would come together in assemblies to support one another. Pannell explained:

When I was at Addison, I got involved in sports. I played football, basketball, and baseball. I would also go to the proms. We had assemblies where we would all go together and just talk about some of the things how we would try to better ourselves as far as encouraging one another. (W. Pannell, personal communication, October 10, 2014)

Both in class and in extracurricular activities at Addison, Pannell formed a bond and built many relationships with his teachers. Pannell elaborated with the following thoughts:

We had good times at Lucy Addison High School. We knew the teachers cared about us and wanted the very best for us. They pushed us in everything we did. One of the things that stands out in my mind is that the teachers told us we had to work twice as hard in order for us to be equal. They were very persistent on us getting an education. I had a lot of great teachers. Ms. Delois Broady, Ms. Alma Robinson, Mr. Curtis Poindexter, Ms.

Connie Hamlar, and Mr. John Powell just to name a few. They were all pushing for us to get an education. Even Mr. Phillips, the school principal, he pushed as well. It was a great feeling to know we had a building for of teachers and principals who wanted the best for us and pushed us to be the best. (W. Pannell, personal communication, October 10, 2014)

The relationships between Pannell and his teacher and administrators did not take place only in the school, but those relationships were also fostered outside the school on the weekends in the neighborhoods and in church. As stated by Pannell:

I would see my teachers and administrators in churches and see them out sometimes. Mr. Charles Day was my baseball coach. I would see him from time to time. He was always encouraging me too. I also would see Coach Cannaday [also a coach at Addison] out as well. I had a lot of contact with my teachers. (W. Pannell, personal communication, October 10, 2014)

Pannell believed that Lucy Addison High School students were supported in the school by the teachers and administrators in their pursuit of an education. He believed students were also supported by the Black community. As reported by Pannell:

That was really all we had. They got behind Addison. Even when I wasn't coming to Addison, Addison was still supported from the community. The support for Addison was a community thing and it was in our hearts to be the best Addison we could be due to all the support. (W. Pannell, personal communication, October 10, 2014)

The support for the school from the community helped cultivate a tremendous school pride at Addison. Likewise, the community was proud of its school. Pannell experienced the following:

The community was always supporting us with a lot of school pride. They would always come out to the games. Back then we didn't have cars. That didn't stop the community coming to our events and games. I can still remember seeing people walk over the bridge coming to Addison to see the games and school events. That was a time that really got our adrenaline pumping at the games. The school pride from the community was awesome. (W. Pannell, personal communication, October 10, 2014)

While at Lucy Addison High School, Pannell believed that the students received many demonstrations of supports from the teachers, administrators, and the community. All of this support helped the students be successful in their studies and build relationships with others. Pannell expressed the following:

It was just all out support in every facet that there was. Addison was the only thing for us. They were wholeheartedly behind us with support in whatever that we wanted to do as far as trying to be a good steward, trying to be a good person, just trying to carry yourself in a respectable manner. And they wanted to be proud of you and you wanted them to be proud of you. It still means a lot to say that you're a Bulldog and to let people know that you're a Bulldog. Bulldogs for life, that's how that goes. (W. Pannell, personal communication, October 10, 2014)

When asked about segregation, Pannell offered these thoughts about his experiences. As stated by Pannell:

It wasn't right but what could you do back then? They would be on their side and we would be on our side, but we made the best of it. I can remember coming to school and receiving books that had already been written in. I can't ever remember getting brand new books. We had to make the best out of life or whatever. It wasn't a whole lot of complaining because things just wasn't about to change back then. (W. Pannell, personal communication, October 10, 2014)

Pannell graduated from Lucy Addison in 1968. By the late 1960s, some Black students were beginning to attend some of the formerly all-White high schools in Roanoke. Pannell did not recall having the option to go to another school. Even though Pannell did not have to leave Addison to attend another school due to desegregation, he did have some friends that experienced the transition. Pannell indicated:

I wouldn't say they lost their identity, but they lost that closeness that we all had at Addison. And I know some of my friends that did split up, they didn't really talk that much about Fleming or Jefferson. They would get together, but every time Addison would have something, they would definitely make it back over here to whatever it was that we had at Addison. And we still do it today during class reunions. Many of the



students who left Addison due to desegregation still come to Lucy Addison reunions even though they didn't graduate from Addison. They have always been welcome to the reunions because they are still part of the Addison family. (W. Pannell, personal communication, October 10, 2014)

Pannell had graduated from Lucy Addison and was working for Norfolk and Western when he heard Lucy Addison High School was slated to be closed. As stated by Pannell, "That was deep. It was kind of a heart-felt thing. It was hard to believe the place we experienced so much in was going to close...we all had a hard time." (W. Pannell, personal communication, October 10, 2014)

Pannell is proud to be an Addisonian. The spiritual foundation he learned as a child is still with him today. Currently, Pannell attends Pilgrim Baptist Church in Roanoke where he serves on the Deacon board and teaches a Sunday school class. He also participates in many activities in the community. He is a coach at William Fleming High School, coaching football and basketball. This is his 21<sup>st</sup> year of coaching at the school. He is thankful to have had the opportunity to graduate from Lucy Addison High School and be a "Bulldog for life" (W. Pannell, personal communication, October 10, 2014).

## **Class of 1969**

### **Michael Cooper**

Michael Cooper is a 1969 graduate of Lucy Addison High School. He is also a former principal of Lucy Addison Middle School. The researcher interviewed Cooper on September 26, 2014. The interview took place at 4:30 pm at Lucy Addison Middle School in the conference room. The information that follows is taken from the transcript of the interview after it was member-checked by Cooper.

Cooper attended Lucy Addison High School from 1966 to 1969. He is 62 years of age. After graduating from Lucy Addison High School, he attended the University of Virginia for two years. He then went to work for the Norfolk and Western Railway. After working for the railroad, he was fortunate to get a job as a firefighter. In 1989, he went back to school and received his Bachelors of Science degree in History and Social Sciences from Roanoke College.

Cooper then began a career as an educator. He stated the following thoughts related to his background:

My father attended college. My grandfather attended college. But education was everything. I mean, it was foremost, that was your job. That was your job: to go to school and do your best and my aunt was a college professor so she really stressed education. My mother was a librarian and so I was a tremendous reader. Even from my littlest times, I remember staying in the library and reading books. And that really helped me as far as vocabulary. And I had a tremendous vocabulary. But again, education was everything. I was going to college, that was a given. And it was stressed not only by my parents but by my grandparents. There was a sense, everywhere you went, every adult that you talked to, that we were going to have more than they did; more opportunities, a better life, all these things they were working hard to prepare our generation for. (M. Cooper, personal communication, September 26, 2014)

Cooper received high expectations at home related to his education. He also received a spiritual foundation from his grandparents. Speaking of church, Cooper reported:

Neither one of my parents attended church much. But they would have prayers with us at night before we went to bed. My grandmother and grandfather, however, were very active in the church. And my grandfather, to this day, I owe him as a spiritual mentor. When I became a Christian I had all of his reference books and everything just right there waiting for me to learn about the faith at that time. (M. Cooper, personal communication, September 26, 2014)

A typical day at Lucy Addison High School for Cooper involved getting to school and going through a variety of advanced classes. As several other participants described, Cooper was in a specific track of classes. Cooper described his classes as the academic track:

Well, we had what was called a track system...I was in the academic track. Depending on what track you were in, would tell, like I had of course English, math, social studies, senior year we had government, we had geometry, chemistry, algebra, advanced algebra, advanced geometry, trig. That's about it, that I can remember, physics. Some of your

foreign language classes like French and Spanish, they would be inter-grade I guess you'd call it. (M. Cooper, personal communication, September 26, 2014)

While at Lucy Addison High School, Cooper was involved in education and sports. He also remembered some of the extracurricular activities that took place at the school and in which he participated. As communicated by Cooper:

I played basketball for two years, well, actually four. I played the junior varsity then I played varsity. I grew very quickly between my sophomore year and my junior year, I grew over six inches. We also had proms, assemblies. We had some afternoon dances. I was a wallflower at that time because when I grew fast, I was kind of clumsy, you know, uncoordinated. But we had those. We had different activities like different clubs and you might have the drama club. And of course we had choir, band, and those types of things. I didn't participate in either one, but we had those types of activities. (M. Cooper, personal communication, September 26, 2014)

The teachers and administrators had high expectations of the students while they were at Lucy Addison High School. There was a professional environment of learning that was established and expected for students. Cooper recalled several experiences:

Well, first of all, I cannot recall a teacher, maybe a shop teacher, who did not dress [in a] suit and tie. The women, comfortable yet very, I mean, they dressed well. They dressed professionally. And they always were teaching, non-stop, whether it was how you act in the hallway or how you addressed your papers, or how you dressed, or when to wear your hat, or chewing gum. Chewing gum, you didn't do those things. Profanity, that subject didn't come up, because nobody would dare curse anywhere. You just didn't hear that. Our teachers demanded and received the utmost respect. The teachers all spoke very well, in terms of their dialect and their English and their grammar. And they would correct you. You didn't use the word "ain't." You had to stand up straight when you talked; you had to look people in the eye when you talked. For boys, of course a firm handshake. "Yes, sir, No, sir, Yes ma'am, No ma'am. (M. Cooper, personal communication, September 26, 2014)

Teachers and administrators not only created high expectations for the students in the school but they also had high expectations for students in the evenings and on the weekends at church and within the neighborhood. Cooper remembered that he saw his teachers and administrators on a regular basis in the community. As stated by Cooper:

Yeah, Sunday School teachers. I mean, bus drivers, they were everywhere. But teachers were the backbone of the community. You didn't have a lot of people doing much else. Teachers were everywhere. And that goes back to the interrelationship you were talking about: church and family and school. (M. Cooper, personal communication, September 26, 2014)

The teachers and administrators gave Lucy Addison students a great deal of support. The students also received support from the community. Cooper recollected the following:

My mother did not attend too many PTA meetings, but I know every PTA meeting that she went to and I went to was fully attended. Whatever room it was in it was generally almost full if not full. In reference to sports, our games were full. The band, they were known statewide, Addison's band. We had a Christmas parade every year in downtown Roanoke on Church Street. And everybody would stay because they knew Addison was last, the band. And I mean White people and everybody. Nobody was going home until Addison came by and the crowds would just go wild over that. And the choir, when they had the choir concerts, they were full. They would fill that auditorium to the brim for choir concerts. And like I said, basketball, football, well attended. And they travelled with them too; of course we went to Lynchburg, Bedford, Salem, Gretna, Danville, places like that, Martinsville, and usually a pretty good crowd would follow the teams to those places. We never, I mean, people on the street if they saw you at the wrong time of day when school was supposed to be in or, they would ask you about that, strangers would ask you. Your mama might say, "This is so-and-so. And they'd say, "How you doing in school, young man? And that was the question, "How you doing in school?" People would ask that. It was all around us, everywhere. (M. Cooper, personal communication, September 26, 2014)

Cooper had begun working on his doctoral program when he had a heart attack in 2000. In 2001, his liver failed and he became very ill. Because of those ailments, he had several life threatening operations, and then became disabled. Since then, he has been doing whatever he can to help people since he is unable to work. He appreciates the education he received from Lucy Addison High School and how it prompted so many of his accomplishments over his lifetime (M. Cooper, personal communication, September 26, 2014).

### **Alvin Nash**

Alvin Nash is also a 1969 graduate of Lucy Addison High School. The researcher interviewed Nash on August 24, 2014 at 8:00 pm. Due to Nash living in Iowa, the interview took place on the telephone. The information that follows is taken from the transcript of the interview after it was member-checked by Nash.

Nash attended Lucy Addison from 1966 to 1969. He considers himself an Addison Bulldog for life. He was born in Roanoke, Virginia, where he attended Gilmer Elementary, Booker T. Washington Junior High School, and Lucy Addison High School, each of which was an all-Black school. Additionally, he attended Virginia Western Community College where he got involved in engineering and construction. He worked for a company called Silas Rose White where he drafted mechanical electrical plans. Thereafter he got involved in working with Total Action Against Poverty and their youth programs.

High expectations for an education for Nash started at home. As stated by Nash:

My family, in terms of my mother and father and aunts and uncles, had a great attitude towards education. They thought it was extremely important as we grew up in poverty. In order to break those restrictions, the kids had to go to school, get their grades, be polite, and work hard. And that was what education did for you. My parents considered school teachers to have a higher status in the community than doctors and lawyers. My mother finished high school and my father went as far as the ninth grade. I know he had to stop attending school to go to work in the coal mines in West Virginia. My mother was a stay-at-home mother whose job was to raise us and generally take care of the family. My father simply worked hard for a tire company. He never missed a day at work and he never took a vacation. But education was extremely important. Being that money and

poverty was an issue in our house, the spirit of education, and the importance of it, was high on the table. (A. Nash, personal communication, August 24, 2014)

To help provide a foundation for Nash in his life, high educational expectations started at home from his parents. He also received a spiritual foundation in church as well. Nash reported:

My parents brought me up in the church. Not only did they talk about church, they lived it. It was not a discussion about going to or attending church. We went as a family. My parents went and attended, so did we as children. We were also involved in the church, singing in the choir and participating in different youth programs. The experience of church helped provide a foundation of encouragement and food for doing well in your life and what you could do with Christ in your life. (A. Nash, personal communication, August 24, 2014)

The high expectations given at home from his parents and his involvement at church in receiving a spiritual foundation helped prepare Nash for Lucy Addison High School. He knew it was important for him to take school seriously and do the best he could. Nash stated:

A typical day at Addison was basically attending class and getting to class on time which was extremely important. Aside from that, it was still talking to friends and kidding around, trying to impress people. But once again, school was serious business. I was on the trade track and if I wanted to do well, I had to put my best foot forward in school. I took algebra I, II, and advanced math. My classes were hard but we had great teachers. (A. Nash, personal communication, August 24, 2014)

A typical day at Lucy Addison High School for Nash, not only involved education but being involved with extracurricular activities at the school. As communicated by Nash:

I played football in my senior year and we had the privilege of having the only undefeated, untied team in the history of Lucy Addison High School. It was truly a privilege to play with two of the greatest athletes I have ever seen that played. They were Ken Haley and Alfred Holland. They both went pro and did great things in their professional career. Aside from that, Addison had a lot of extracurricular programs. They had a barber shop, what they call shop classes, and hairdressing. I was also part of the

business club called DECA, the Distributive Education Club of America. This program taught me the basics of business and the right attitude of economic development and how to plan to be successful. We might have been behind in books but we were far ahead in terms of extracurricular activities in terms of studies. We also had many other activities at the school too. Addison was most famous for its athletic teams and its social clubs. And they had about five or six social clubs that were mostly all men, all boys and all girls. (A. Nash, personal communication, August 24, 2014)

While attending Lucy Addison High School, Nash had the opportunity to receive an education and was also involved in a several extracurricular activities. While participating and getting involved at the school, Nash also had the opportunity to build relationships with teachers and administrators. Nash noted the following:

Well, next to my parents, the greatest influence in my life was school teachers and school administrators. We had an opportunity to work with and be taught by some of the greatest teachers and people with personal integrity. Clearly the principal was the most iconic figure in the school. And then there were the coaches; and of course the school teachers. Every school teacher left an imprint in your mind with regard to character and good behavior and hard work. They taught us reading, writing, and arithmetic, but more importantly, they taught us how to be people with integrity and character. And they led by example. Outside of the school, on occasion, when we'd run into school teachers or administrators, they were generally warm and friendly and always inquired about your well-being. (A. Nash, personal communication, August 24, 2014)

Nash also felt his teachers and administrators were role models for the students. Nash communicated:

One of the most important things our teachers and administrators, about them, was that they were the purest role models you could find. They did not play the role of teacher and administrator, they lived it. And we believed them. To this day, some 45 years later, whenever I see one of my teachers and administrators from Addison, I am totally humbled by their presence and totally respectful of the job that they did. And at the end

of the day, they simply found a way to do their job, be our friend, and repeat it over and over again. (A. Nash, personal communication, August 24, 2014)

The relationship-building that took place at the school also continued in the community between Nash, his teachers, and his administrators. As explained by Nash:

Well mostly I think church was a sort of, there were a couple of teachers that of course attended church so that was a good way to see them. Occasionally at the supermarket, after school activities, as far as football games, things of that nature, or softball games, track, you sort of ran into them then. But they did attend community events such as church or after school activities. (A. Nash, personal communication, August 24, 2014)

Lucy Addison High School was not only supported by the teachers, administrators, and parents of the students, it was likewise supported by the community. Because Lucy Addison was a community school, events that took place at Addison were seen as community events. Nash remembered:

First, let me say that the Black community was in total support of Lucy Addison High School as well as Booker T. Washington Junior High School. The institutions of education have always been an important part of the Roanoke community, the Black community. And Addison has a rich tradition of honor, and character, and loyalty, and spirit. For some of us, Addison was all we had to connect us to the outside world. And it was all that we had to depend on to move forward to the next level, the next chapter. Being Black was very natural and the tradition and the culture in the Black community extended from our households to the school and back again. So we looked forward to going to school. We looked forward to being a part of the tradition, that at some point I got to say I became a mighty Addison Bulldog and at that point I became a better person. With regard to the broader sense, what it meant to the general community, Addison was an icon in the community, sort of like the colleges, some of the larger colleges are today in their community because it was the greatest point of reference as far as education and opportunity in the Black community, the high point. It was the best thing you could do in Roanoke before you left, to attend that school. People would come outside their homes and support the school whether they had kids or not. They would attend football games



and track games, and it was just a social event and something to do and it was strongly supported in the community. (A. Nash, personal communication, August 24, 2014)

Nash felt that he and other Lucy Addison High School students received many supports from their teachers and administrators to help them become successful. As stated by Nash:

Addison had a tradition of preparing students to not only graduate but to attend college or some type of post-high school training. The counselors played a huge role in having students make career choices and making sure that their classes matched their ambition. In addition, most of the teachers graduated from traditional Black colleges and so there was certainly an influence to continue those traditions and to participate in the education system. In fact, Delores Johns was responsible for training and education with regard to options other than going to college. And she got me involved in Virginia Western and the apprenticeship program, which was extremely helpful to me and gave me enough of a foothold to start a career that has served me well. And the number one rule of thumb that most of the teachers gave us was preparation; always prepare yourself, practice, study, focus, and concentrate. So preparation was the message that we got from the teachers and it was something that was sort of a tradition that you passed on. But, at the end of the day, we had teachers who would always spend extra time talking to you about career choices and what you should do and how to improve your grades and how to think about things and just a lot of conversations about career decisions that had nothing to do with arithmetic and English, it had to do with logic and thinking, and so the tradition of Addison teachers to the career of students was to spend that time to help them prepare in that way. (A. Nash, personal communication, August 24, 2014)

While at Lucy Addison High School, Nash experienced the impact of attending an all-Black high school. Nash felt segregation was simply their way of life. He saw both negatives and positives related to racial segregation. Nash recalled the following:

But, segregation became a way of life and we accepted our situation mainly because we made the best of it. Matter of fact, there was no desire on the part of most of my classmates to attend school with White students. The only thing that we asked was for equal access to books and updated educational information and trends. Between '62 and

'73, and probably if you go back further than that, Addison had the highest number of teachers with Master's degrees in the City of Roanoke as a percentage of the population of teachers at the school. The point is, the teachers were well prepared to teach but the math books and the English books and the materials were either second-hand or outdated. Therefore it was up to the talents of the school administration and the teachers to make sure that we had the best that was available. So while segregation was bad, and discrimination even worse, as the community of students and teachers, we were extremely happy and proud. The segregation system retarded our offerings but it did not retard spirit. And at the end of the day, that's what Addison offered us and that's what it was about. It was about spirit. So I think that that's how we dealt with it and that's how it was. So I did not have an opportunity to avoid desegregation, it was just a way of life. And, so you make the best of it, and I think we did. (A. Nash, personal communication, August 24, 2014)

While attending Lucy Addison High School, Nash was aware of the desegregation process that was slowly working through the Roanoke City School System. The faculty at Lucy Addison High School was beginning to be integrated. As communicated by Nash:

Well, from the first grade at Gilmer Elementary School, then Booker T. Washington Junior High School and then Addison, I experienced 100% segregation. So we had...maybe two White teachers at Addison. It turns out they were great people, they helped us, tremendous talent, and that worked out fine, but after 1973 I sort of lost track of the inside attitude and behavior of Lucy Addison High School. I don't know whether I have a feel for the effect of desegregation, however, as much as I enjoyed being segregated, without understanding the separation, I firmly believe that the most precious experience that you can have is freedom of choice, and a chance to participate in all of the opportunities of society. So we did not have those options and perhaps we suffered in a way that never affected us or slowed us down because the spirit that we developed helped sustain ourselves. So I don't have a feel for the direct effects of desegregation from the student standpoint. Now if I looked at it in general, I think desegregation is great but at the time, I just don't have a feel for the transition. (A. Nash, personal communication, August 24, 2014)

Nash graduated from Lucy Addison High School in 1969. He was not faced with or given the option of transferring from Addison. As stated by Nash:

Well, I graduated in 1969 so I do not recall having the option to transfer to another school. However, if I did have the option to transfer, I would not have chosen to do so. Addison High School gave me an education and a family and I would never consider transferring to anything else for any other reason. That was, it was just important. And whatever your problems were, whatever your circumstance was, they accepted you. So when you get into a bigger venue of different people and different cultures, which is important and necessary, I understand that, to be able to belong to something, to be a part of a family is extremely important. And so transfer? No. (A. Nash, personal communication, August 24, 2014)

Nash had already graduated from Lucy Addison High School when he had heard Lucy Addison High School was going to close. Nash expressed the following:

I do recall a feeling of death of a loved one. I could not believe that an icon that meant so much to so many could be discarded because of either progress, economics, or desegregation. I wanted those White students to attend classes in that building so they could get the spirit, and I believed that Addison deserved to stay open and move forward and to continue to contribute to the education of the community. The community of Addison Bulldogs from 1928 to 1972 all spoke up in some way to the cry of what we believe was a travesty of justice and education. There were people who cried and prayed and got awful mad. And I'm sure I was one of them. All of the alumni that I recall talking to about the issue of closing Addison agreed that no matter what happened, they can close the building but they cannot close the spirit. And I want to add that although it is now Addison Middle School and it has had substantial remodel, it is simply Addison to me and that's what it will always be. So that was, I'm telling you that was the worst news that we ever heard. It was almost like when, the effect of Dr. Martin Luther King being shot or Kennedy being assassinated. It was just that devastating at that time. (A. Nash, personal communication, August 24, 2014)

Nash has achieved many accomplishments in his life starting with what he believes was a great education at Lucy Addison High School. After working with Total Action Against Poverty for 18 years and then Blue Ridge Housing Corporation for 15 years, he also served on Roanoke City Council for one year. Prior to that, he served on the Roanoke City School Board for three and a half years which was a tremendous experience for him. Currently, Nash is the director of housing and community development in Dubuque, Iowa. He attributes much of his success to his educational foundation from Lucy Addison High School.

### **Class of 1970**

#### **Deborah Sessoms**

Deborah Sessoms is a 1970 graduate of Lucy Addison High School. The researcher interviewed Sessoms on October 14, 2014. The interview took place at 8:00 pm. Due to Sessoms living in Washington, DC, the researcher called Sessoms and conducted the interview over the phone. The information that follows is taken from the transcript of the interview after it was reviewed by Sessoms.

Sessoms attended Lucy Addison High School from 1966 to 1970. After graduating from Lucy Addison High School, she moved to Indianapolis, Indiana to start college at Butler University. After attending one year at Butler University, she moved to Washington DC. She stayed in Washington, DC for a while before she moved to Maryland to finish up her degree at the University of Maryland. While working during the day, she took classes at night. She ended up working with the Congressional Quarterly, a privately owned publishing company that produces a number of publications reporting primarily on the United States Congress. Sessoms worked as a copy editor.

Like many of the other Addisonians, high expectations for an education started at home for Sessoms from her parents. As stated by Sessoms:

They pushed me, they really pushed me. It was not a hard push for them because I liked school, I was a good student. But they did push and support and came to all the little programs and concerts and stuff like that. They were real supportive. My family is strictly blue-collar. My dad worked all the time. My dad is from a place called Rocky Gap, Virginia. He went as far as eighth grade in his education. My mother dropped out of

school her last year to get married and raise a family. An education was quite important to my parents for me and all my siblings. And like I said, they pushed and they were at graduation. They just were beside themselves because neither of them had gone to college. They always pushed and said, 'You've got to do this'. And they expected me to do that; and they were supportive but pushed at the same time because they never did it. That was a big deal for me when I got my degree and they were there and they were just so thrilled they didn't know what to do. (D. Sessoms, personal communication, October 14, 2014)

High expectations were communicated in the home of Sessoms. She also received support from the church where she received a spiritual foundation. Sessoms referenced the following:

We were big in the church. We went to Hill Street Baptist Church; it used to be on Peach Road, I think that was the name of it. My mother was one of the three soloists and my dad rarely did, well he would always help if something needed to be done, but he didn't attend so much because he was always working. So we, all of us, my brothers and sisters went to church and Nadine Wilkinson's dad [Reverend R. R. Wilkinson, was a member of the biracial committee that coordinated Roanoke's desegregation] was our minister. So we were church buddies and in the Brownies and the Girl Scouts and we'd go camping and we'd do stuff in the community. And we'd sell our cookies and have different events and go to camp in the summer, like a two-week camp. That was a lot of fun. (D. Sessoms, personal communication, October 14, 2014)

High expectations coming from home and a spiritual foundation from church helped support Sessoms during her school day at Lucy Addison High School. Sessoms related:

I was in the home economics. We had a little, I don't know what you called it, like a club for home ec. And I was always an honor roll student. I think there were about 175 graduates, but I was 6<sup>th</sup> in my class so I was always on the honor roll. But I, as far as college prep, my regular interests, I had science, like biology, advanced biology, you know, just typical classes. Not all of them, but some that were offered, instead of just

regular biology, I'd take advanced biology and made good grades and I liked school. (D. Sessoms, personal communication, October 14, 2014)

While at Lucy Addison High School, Sessoms also became involved in some of the extracurricular activities. As communicated by Sessoms:

I was a majorette in the band during marching season and during football season. But then during concert season, I played the clarinet. We had, there was a prom every year for the seniors. You couldn't go to the prom unless you were a senior or unless a senior invited you. I was on the prom committee and you know, you gotta do a lot of fundraising to raise money to pull your prom off. We had our prom in the gym and everybody took part in fundraising and decorating and being on different committees, so that was fun. And the yearbook staff was kind of the same thing; interviewed some people and did more fundraising and just putting it together was a big deal and a lot of work but you're putting the work together and looking at pictures and cropping and all that and it was quite fun, I learned a lot. We had to pick out the design we wanted on the cover of the yearbook and all that. We had like a class night where we would, towards the end of the school year, or after school, put on a little talent show, did some of those. And we would have big games; we did not play in the city because we weren't integrated yet. (D. Sessoms, personal communication, October 14, 2014)

The atmosphere at Lucy Addison High School supported an education and helped students get involved in extracurricular activities. The atmosphere was also supported by teachers who built relationships with the students and supported them. Sessoms communicated the following:

All our teachers, all the Black teachers really pushed; I mean they were just, on a crusade almost, just to get it in our thick heads that we had to be educated in order to compete, in order to for life, "You've got to do something with yourself. You've got to". And they pushed and you did what they said to do [laughs]. But then it was easy if you wanted it; but if you wanted it or not. It was easy for me because I liked it and I wanted it. But even the students that weren't such good students, they pushed them too to do better. "Ok, you didn't make an A but can't you make a C?" They were pushed. I can remember all of

them were just always encouraging and always talking to you about, “What are you going to do, what are you going to be?” (D. Sessoms, personal communication, October 14, 2014)

Lucy Addison High School students were supported by the teachers, the administrators, and the staff, to help cultivate a positive climate in the school. The community also supported the school as well. As stated by Sessoms:

I think the community supported Addison a lot. Because when we had programs and certain assemblies, I can remember, teachers would still call your parents...there was communication about what was going on at school and the programs and all. Like I said, when we had to do our fundraising, the local shops would give us a little ad or donate something to our cause. No one in our neighborhood was openly hostile, they would help us out with the fundraising stuff to raise money. We would get support from the community, the businesses, they weren't stingy with the money, so they supported us that way. We would have drives, if we had a fundraiser selling cookies or candy or something, they would always participate. I don't remember a lot of people not participating. (D. Sessoms, personal communication, October 14, 2014)

Sessoms attended Lucy Addison High School when it was a segregated school. Accordingly, she had her opinions about attending a segregated school. Sessoms indicated the following:

Well the strangest thing, I can remember we had a White family that lived across the street from us, and the bigger brother, well he didn't have anything to do with us, but the younger sister played with all of the Black people in the neighborhood. They were the only White people in the neighborhood, on the block. She would go to Melrose and would walk, she could walk to school, Melrose was in our neighborhood. But we, the Black children, had to catch a bus down to our school, to Harrison. So we would go to the bus stop and ride across town. And when we got a little bit bigger we thought, “Well why does Tammy just walk right over to the school, through the park, and to the school, and we all live on the same street?” And so as a kid, all of that is really strange. But then we heard all this talk about integration because it seemed logical. “Why don't we just walk

over there instead of having to catch the bus and ride the bus over there, and ride downtown, and then have to come back?" So it was just kind of funny. (D. Sessoms, personal communication, October 14, 2014)

Not only did Sessoms have her own general feelings about being in a segregated school and society, she also remembered the desegregation of the Roanoke City Public Schools. Sessoms experienced:

But the way they did it was the strangest thing to me. I did not have a clue that I was being transferred. My parents didn't either. All I knew was that I was going to be in the fifth grade and I was not going to be in Ms. Stovall's class with all the rest of my classmates that I had been with since kindergarten. "You're going to go to Melrose". And I'm thinking, "Well, where? And why?" And there were three of us in my fifth grade class at Melrose and that was: Cassandra Wilkinson and Gloria Casey, who has since passed on. She was the valedictorian in my class. And she became a doctor. So, Cassandra Wilkinson's dad (Reverend R. R. Wilkinson) was big in the NAACP, he might even have been the head for our area, of our local area. And then there was me. But anyway, and then little by little, you know, when we went to Monroe that's when more Black students were there; it wasn't just three in our class, there were more of us by the time we got to junior high. And then we were separated again after seventh and eighth grade and I went back to Addison and my neighbors and my sister went to Fleming. (D. Sessoms, personal communication, October 14, 2014)

When Sessoms went to Addison after finishing at Monroe Junior High School, she saw that the faculty at Addison had begun to integrate. She recalled:

Well, I noticed when we had a couple of White teachers [at Addison]; one was an English teacher and one was a French teacher. The English teacher was a male and the French teacher was a female. So even though they had gone through desegregation, Addison was still the only all-Black high school in town and it was like that until I left. I don't remember anything after that because I had left town. (D. Sessoms, personal communication, October 14, 2014)



Sessoms was the only study participant who had the opportunity to attend both a segregated school and an integrated school while in the Roanoke City School System. She had her own feelings about her schooling experience compared to other students who attended Fleming or Jefferson. As stated by Sessoms:

I think that they had better resources than we did and better facilities than we did, but I still think the thing that kept us competitive was our teachers; because I felt and lived the difference in being a Black student with a White teacher and being a Black student with a Black teacher. (D. Sessoms, personal communication, October 14, 2014)

Many Lucy Addison students heard about the school being closed after they had already graduated. Some students had even moved away from the Roanoke area, but still had some reactions to the decision. Sessoms remembered:

I was out of town, I had left, but I was kind of shocked. I was sad, I was hurt. It just seemed like there was a pattern I noticed over the years that they would close the Black high schools and make them into a technical school. Why? Why don't you just stay out of it? It was still going to be a school, but anyway, but I was sad about it. And I remember my first thought was, 'where are they going to go now?' As I said, I had left. So that was still early integration days and I had left town and I'm thinking, 'I didn't want to hear that but what can we do about it?' So I was saddened to hear that. And I think the last class was like '71 or '73 that was the last class. And we were all shocked. I was really shocked because I was out of town and you just feel a great loss because Addison was so much a part of our community. Like I said, everybody went to Addison. (D. Sessoms, personal communication, October 14, 2014)

Sessoms enjoyed her high school days at Lucy Addison High School. She recalled:

I was proud to be an Addisonian and I think I got a really good education. You got more than just your book learning there. And I enjoyed my high school days, I really did. But then I liked school, but still, we had fun at Addison and we didn't have the best equipment like the White schools or football equipment. We used the same band uniforms. We would have them cleaned but we didn't get new stuff like that, but it was

still fun. It was still fun because we were all in it together; it was us against them kind of thing. (D. Sessoms, personal communication, October 14, 2014)

After leaving the publishing world of Capitol Hill and politics, Sessoms attended the 1980 Democratic Convention in New York. While working in the DC area, she got a job working with Channel 7, an ABC station, and was there for seven years. When her mother passed, it slowed her down a little bit. She took a few years off and then she got into patent law. She became an assistant preparing type. By that time, she started having surgeries on her wrists and hands dealing with carpal tunnel syndrome. Now she is living a relaxed life. She has two sons and three grandchildren. Even though she lost her husband eight years ago, she has lived a happy life overall (D. Sessoms, personal communication, October 14, 2014).

### **Roland Lovelace**

Roland Lovelace is also a 1970 graduate of Lucy Addison High School. The researcher interviewed Lovelace on August 24, 2014. The interview took place at 2:00 pm in the sunroom at Lovelace's home in Roanoke, Virginia. The member-checked information that follows is taken from the transcript of the interview with Lovelace.

Lovelace attended Lucy Addison from 1966 to 1970. After graduating, Lovelace attended college at Virginia State University. After graduating with his degree in education, he came back to teach in the Roanoke City School System. As a teacher at a William Ruffner Middle School and William Fleming High School in the district, Lovelace was able to share his passion about history with all his students. While teaching, Lovelace also coached many student athletes in football, basketball, and track at William Ruffner Middle School and William Fleming High School.

A regard for an education started at home with his parents for Lovelace. His mother finished high school and he thinks his father finished high school. Lovelace recalled:

My parents just told us to go back to school and do the best that you can do and so forth. It wasn't so much pushing you to go to college and everything like that. They just said, "Go to school and do the best that you can do." But at school, you always had some mentors and some people you looked at and said [to yourself] "Well, I like the way

they're living, so hopefully I can do some of the same things they are doing.” (R. Lovelace, personal communication, August 24, 2014)

Shortly after Lovelace was born, his father left the family. He was raised by his mother, a single parent. In an effort to provide a foundation for Lovelace, his mother kept him in church. Lovelace detailed the following related to his church life:

My mother was a member of Hill Street Baptist Church, the same church I belong to now that I've been a member of for 50 years. So that's where we got our upbringing from. And I think, I always tell people that I think because you're a member of the church that helps you as a person, become a better person. And I think God moves you. You don't know it, but God moves you in a certain way to help you be successful too. (R. Lovelace, personal communication, August 24, 2014)

The high expectations at home and the spiritual foundation provided to Lovelace supported his growth as he attended Lucy Addison High School to get an education. As referenced by Lovelace, “I was in the college track while at Addison. They called it college preparatory schedule. I took English, high level English, I guess math to a degree, and foreign language. I took Latin as my foreign language” (R. Lovelace, personal communication, August 24, 2014).

While at Lucy Addison High School, Lovelace participated in sports and many other extracurricular activities at the school. As recollected by Lovelace:

I played football, basketball, baseball, and I was in the choir. We always had a prom. The prom was like the big event for the year. And the strange thing about it today, you have people have proms at the hotel. We had our prom in the gym. It was just a great event because about everybody, guys would go with guys and girls would go with girls, and guys went with girls. Even if it wasn't your boyfriend or girlfriend, you still went. You went with somebody. Then the next day we would have a hay ride. We would get a big truck and they would put hay on it and everybody would be up in the truck just about and we would have a little hay ride. And of course the hay ride would take us to the picnic. We would have a picnic too after the prom on that Saturday. Prom would be Friday night

and the picnic would be Saturday. (R. Lovelace, personal communication, August 24, 2014)

While at Lucy Addison High School, Lovelace built many relationships with his teachers and school administrators. Many of them were not only teachers to him but mentors as well. Lovelace recalled his experiences:

The teachers were real teachers. They were strict, firm, but loving. The principal, Mr. Edwin Phillips; he was the principal at the school and he let you know he was the principal of the school. It wasn't no [*sic*]/such thing as tardies and all that stuff we have today. They made sure everybody was in class. They were out in the halls telling everybody, "Time to go to class." And the students just did what people of authority told them to do. The teachers and administrators at Addison had very high expectations for us. They pushed you in a way that made sure that education, you had to get that education. (R. Lovelace, personal communication, August 24, 2014)

The high expectations and relationship-building that took place in the school with teachers and administrators also took place in the neighborhood. Lovelace stated the following:

I think the difference then was that most of the teachers lived in the neighborhoods so you saw them. And you knew, "That's where Mr. Jordan lives. That's where Mr. Day lives." So when you walked by the house you made sure you were careful. We also saw the teachers in church too. We had two teachers in particular that they were instrumental in the church. Mary Shepherd Allen and Maxine Hunt were their names. They were both teachers and they were leaders in the church too. (R. Lovelace, personal communication, August 24, 2014)

While a student at Lucy Addison High School, Lovelace felt the students were supported by the school, their parents, the neighborhood, and the Black community. Lovelace expressed:

I think the role of the Black community at the time was just, I guess, to tell young people that we had to work hard to be just as good or better than, I guess, average people in the city. They wanted us to be the best. I lived in the project, but I thought that the project was like living in Hunting Hills to me because that's just the way people made you think.

So I thought it was pretty good. We had some stores in the projects who supported the students and athletes. This lady at the neighborhood grocery store, when I was a senior, she thought so much of me, she bought my class ring. I was shocked. Because I used to go by there all the time and when the time came when I was a senior, she said “I want to do something for you”. And I asked her, “What?” She said, “I want you to go down to Fink’s and get sized up for a ring and tell me how much it costs. I am going to buy it for you”. So I mean, that’s the kind of thing people did for you in those days like that. (R. Lovelace, personal communication, August 24, 2014)

There was a great deal of support for Lucy Addison High School as a whole. Because Lucy Addison was a community school and Black students went to Addison before it desegregated, the Black community supported Addison. As communicated by Lovelace:

Whenever we had the Christmas parade downtown, everybody would go, all the people in the community. They had to see Addison because Addison was the showcase for bands in the whole Roanoke city. And I mean, I just think that these people did a lot to push us in the right direction too in those days. They just used to push us in the right direction. Just like Ms. Neighbors. Not only did she buy my class ring, she bought Charles “Big Dog” Thornhill’s too. Because he lived in the project too, you know. We would even come back from the football games at night and the store would be closed. But we would knock on the door and she would say, “Ya’ll go ahead and get what you need, what ya’ll want.” And then we would go home. (R. Lovelace, personal communication, August 24, 2014)

Lovelace’s experiences at Addison were positive. A critical impact on his life had to do with his teachers and administrators and the relationships he built with them as they pushed him towards education and succeeding in life. Lovelace stated the following:

They always convinced you that you had to be better than the next person. That was the kind of support they gave us. Just kind of convincing you that you had to do a little more and work a little harder than the average person. Because they were teachers, when I went on to college, I knew something when I went to college. I remember we used to be in English class in college and they always told us we had to write these journals and all

that. It was nothing to me because I had Mrs. Hamlar and she used to make us do that every day. Also, when I took math in college, it was not hard for me because I had Mr. Ronnie Jordan at Addison. He was a good teacher too. I think all my teachers just taught us so that when we went to college, we were ready. (R. Lovelace, personal communication, August 24, 2014)

While Lovelace was attending Lucy Addison High School, the school was still an all-Black high school in the Roanoke area. Lovelace gave this response to questions about segregation:

Well, I didn't really think about it that much. I just knew that at Addison they taught us to be the best. And I didn't really have a lot of meetings as far with people until later on, I think by seventh grade at Booker T. Washington Junior High School. We started playing some of the White schools in baseball. Now some of the guys were nervous. I never looked at it like that, I guess because I go to church, I do this or whatever, but I never looked at it like that. So I think maybe some of the other people were real nervous about that but I didn't think much about it. (R. Lovelace, personal communication, August 24, 2014)

Roanoke City Public Schools completed desegregation in 1970. It was a transition for the entire Roanoke Community. As stated by Lovelace:

I remember, the first thing was that my preacher was Rev. R. R. Wilkinson. There was a lot of discussion over a lot of these people didn't want Black kids to go to school first. Being that he was my preacher, we let him lead and guide us on what to do and how to deal with the situation. He helped prepare us. And then as I got into the school system as a student, I saw that the White kids were still going to certain schools and certain Black kids were still going to different predominantly Black schools. Matter of fact, we couldn't even play them in football. My last year in 1969 in football, we ended up playing Patrick Henry. And that was the first time we had played a predominantly White school. After desegregation took place, I did not consider transferring to another school. I was satisfied at Addison. I wanted to stay where I was. I loved what I got at Addison. We had teachers who cared about us and made sure that we learned a certain thing. The

students who left Addison who went to other schools may have had new books and other stuff but we had better teachers. They showered us with loving care. (R. Lovelace, personal communication, August 24, 2014)

After Lovelace graduated from Lucy Addison High School, he picked up the paper one morning and was surprised to see the desegregation plan. He explained his initial reaction to hearing that Addison might be closed:

I didn't like it too much when I heard they were going to close Addison. It made me very upset because if you lived in the community then that [Addison] was one of the big things in your life. I used to go and see Addison play as a kid all the time. I couldn't wait to wear blue and white. I would see Charles Thornhill, Butch Ollie, Sherwood Kasey, all them guys [sic] playing and they would introduce the team. They ran through lines and they would be running. I couldn't wait to get to Addison. (R. Lovelace, personal communication, August 24, 2014)

Lovelace believes he received a great education at Lucy Addison High School. After graduation, he went on to Virginia State University. He said his experiences at Virginia State were similar to his experiences at Addison. He recollected, "It was awesome. I had some great friends who I am still great friends with to this day" (R. Lovelace, personal communication, August 24, 2014). He learned a great deal and built many great relationships. Due to his foundation at Addison, Lovelace graduated from Virginia State University and did graduate work at Radford University and the University of Virginia. He is now an administrator working at William Fleming High School, continuing to make an impact on students. He hopes it is the same impact his teachers at Addison made on him.

### **Summary**

The students who graduated from Lucy Addison High School between 1963 and 1970 described a wide variety of experiences. While each participant's experience was unique to him or her, there were several common experiences that many of the graduates shared. The Addisonians described their families and how their parents felt that education needed to be a priority for them. The Addisonians also described what a typical day at Lucy Addison High School was like for them. Some of the students took classes in the academic track while others

were in the vocational track. All of the students spoke highly of their teachers and administrators. Extracurricular activities were also popular with the Addisonians. All but one of the participants spoke of being involved in at least one type of activity whether that was a sport, a club, the band, or the choir. Additionally, the participants also discussed how the community was usually very involved in Addison events. The Addisonians described athletic activities, PTA meetings, band concerts, choir concerts, and other events that were well attended by community members. As a result of the positive school culture that existed at Lucy Addison High School, many of the Addisonians expressed a great deal of school pride. They spoke of looking forward to attending Addison while they were younger children and believed they had received a high quality education while at Addison.

As the students attended school during the time period when desegregation was beginning to occur in Roanoke, the participants discussed their attitudes and feelings about attending a segregated school. The students stated that they did not experience any negative effects as a result of attending a segregated school. The researcher feels this was due to the positive climate and culture at Addison, the relationships built with teachers and fellow students, and their feeling that they were cared for by the faculty and staff. But, after reviewing the graduates' interviews and recollections about their experiences at Addison, they did experience some effects of attending a segregated school. The teachers often told the students they had to do twice as much work to be twice as good. The students at Addison had to use books passed down from the White schools, received other resources and supplies from the White schools, and had to make do with what they had to learn. In spite of these negative aspects, several of the participants said they would have chosen to stay at Addison even if they had been given the opportunity to attend an integrated school. This deep affection for Addison was also evident as the former students discussed their reactions when they heard Addison was going to close. Several of the participants described a deep sense of loss, similar to that of losing a loved one. These feelings seem to have been the result of the overall positive experience all of the Addisonians described.



## **Chapter 5**

### **Discussion, Conclusions, Recommendations, and Reflections**

The purpose of the study was twofold. The primary purpose was to document the experiences of the graduates of the classes of 1963-70 of Lucy Addison High School, an all-Black High School in Roanoke, Virginia. The secondary purpose was to determine if supports found in the literature about all-Black high schools prior to desegregation (Jeffries, 1994; Morris & Morris, 2000; Slade, 2004; Sowell, 1974; Walker, 2000) were present in the Lucy Addison students' experiences during those years.

Four questions framed the study.

1. What were the experiences of the students who attended and graduated from Lucy Addison High School after desegregation of the secondary schools in Roanoke?
2. What supports did the students receive while attending Lucy Addison High School from 1963 through 1970?
3. Were the supports that the students received the same supports found in the research literature about student experiences in other all-Black high schools prior to desegregation?
4. How did the closing of Lucy Addison High School affect the students?

### **Discussion**

The 16 participants in the study recalled many of their experiences while attending Lucy Addison High School. Their experiences, while different, revolved around a number of similar topics. In general, these Addisonians described a schooling experience where they felt supported, were involved in a variety of extracurricular activities, developed a strong sense of school pride, and felt well-prepared for life after Lucy Addison High School. The culture and climate of Lucy Addison High School helped support the students in many different ways. In their interviews, many of the students declared that they had experienced prosperous and productive lives. They attribute their times at Addison and living in Addison's community as positive factors which contributed to their lives, in general.

The graduates described experiences that were, for the most part, positive at the school. While there most certainly must have been some negative experiences, the Addisonians, whether

as a result of nostalgia or their strong sense of loyalty to their school, recounted only positive experiences. It is possible that the Addisonians did not share any negative experiences because they did not want to speak badly about Lucy Addison High School because of their strong supportive feelings about the school. It is also possible that the passage of time simply may have clouded their recollection of negative events. Ritchie (2003) observed that some interviewees block out the “most negative aspects of the past” (p. 35). He also commented that “Communities naturally seek to preserve and present their best image” (Ritchie, 2003, p. 226). Nonetheless, it is important to note the consistency and agreement among 16 graduates from eight different classes interviewed individually and independently of one another. As Barzun and Graff (2004) explained, “history does not profess ‘to tell all.’ Nor is ‘all’ necessary for an understanding of human situations” (p. 161).

The participants recalled positive interactions with their friends, being involved in extracurricular activities that they enjoyed, and having the support of the community, at large. Starting from walking into the school to start the day, the students were greeted by their teachers, administrators, and cafeteria and maintenance staff. Throughout the school day, the students felt supported in their education. The atmosphere at the school throughout their four years at Addison was centered on receiving a solid education and was actively supported by the faculty and staff.

The teachers and the administrators were very important to the graduates. Because of the relationships the teachers and administrators built with them, the Addisonians considered their teachers role models and parent figures. They highly respected the adults in the building. Students could sense the caring, loving, and supportive stance from the teachers and administrators while they attended Lucy Addison High School. All of the graduates spoke about the warm, even homey feeling at Addison and the “village raising a child” mentality that was present in the school that they felt helped them receive a great education while attending the school. The participants reported that they believed their teachers were invested in the lives of the students and wanted them to be successful not only at school, but also in life after school.

Several of the graduates spoke about the academic preparation they received at Lucy Addison High School. Many of them described the track system at Lucy Addison High School. They described an academic track of general high school courses, a college track of advanced courses, and a trade track of vocational courses. Whether a student was in the academic, college,

or trade track, the teachers pushed the students to learn the material, helping them in any way they could, and supporting them to get ready for life beyond high school. As a result of the focus on a quality education at Addison High School, along with the rigorous courses of study, all 16 of the participants felt they had achieved prosperous and productive careers attending college, working in trades, or going into the work world after graduating from Lucy Addison High School.

The support of their family was very important to all the graduates. All of the participants stated that their parents fostered education as a priority for them. Many of the graduates described their parents' limited educational backgrounds and how their parents wanted their children to receive a better education than they had. In support of the parents' notion that an education was important for their children, parents, themselves, attended activities at the school. Parents communicated with teachers regularly as teachers often lived in the same community with their students. Parents also rallied to support the students in sports and in other extracurricular activities. The parents made sure that they were there to support their children's upbringing in the school and at home.

A spiritual foundation was often noted as important to the students of Lucy Addison High School. Either parents or grandparents would take the children to church on a regular basis. For the Addisonians, there was no such thing as lying at home in the bed on Sunday morning or making the decision whether they were going to attend church. It was truly a family supported event. Parents and their children participated in the church, often by serving in leadership roles and by supporting the church with their attendance and participation in different events. The church, as stated by many of the Lucy Addison High School graduates, helped support them in getting their education at Addison. Many students spoke about the pastoral messages given to them in church on Sundays that were positive and that promoted an optimistic outlook on life and their futures.

The community supported the students of Lucy Addison High School in many different ways. Community members would attend school events, athletic games, and other extracurricular activities that the school sponsored. At many events that took place at Addison, the community was there to support the students and the staff. As stated by many of the graduates, the community wanted to see Addison do well. For that reason, community members readily assisted the students and the school in any way they could. One of the business owners in the community

fed the students after games. In fact, one business owner even bought class rings for some of the students. Because Addison was the Black high school in Roanoke, the majority of the Black community had attended Addison. Contributing to their alma mater was a way for alumni to give back to the school.

School pride at Addison was displayed at the school and throughout the community. The graduates felt that the positive culture and climate presented at the school by the teachers, administrators, and the staff helped Addison be a warm and inviting place for the students. In addition to being successful in school, Addisonians were also being successful on sports teams and within extracurricular activities. These 16 Addisonians reported that students often looked forward to wearing their colors for their clubs and the sport teams to which they belonged. The professional dress of the teachers and staff helped promote a business-like atmosphere for the students at Addison. The support from the community at school events also promoted school pride. The long history of Lucy Addison High School educating the Black community of Roanoke made the students proud to be a part of the school.

While students, the graduates became involved in many activities at Lucy Addison High School. To help support them receiving a well-rounded education, they became involved in after-school events such as sports and extracurricular activities. Students described becoming involved in school sports because of the relationship and rapport built with the teachers and administrators during the school day. Students became involved in extracurricular activities because they had heard of the many positive experiences from family members who had been involved in various clubs or after-school activities when they were in school. The band and choir not only helped the students become great musicians and singers, but these co-curricular activities also often exposed the students to the world outside of Roanoke. Students took trips to Northern Virginia and various places on the East Coast as a result of their participation in the Lucy Addison band or choir.

In the fall of 1970, Lucy Addison High School integrated with White teachers and White students attending the school for the first time. At the time, some Black students stayed at Addison while other Black students had to move based on the new Roanoke City Public Schools attendance zones. Black students living in Northwest Roanoke were particularly affected by these new attendance zones. The planning and preparation for a smooth transition was made possible by the school's principal at the time, Mr. Charles Day, and some of the athletes he

placed in charge of making sure White students and staff were safe. However, even though Lucy Addison was integrated in the fall of 1970, many of the graduates of the classes of 1963-70 stated that they preferred being at Addison as opposed to attending a desegregated school. Based on their experiences, many students stated that they felt they were not negatively affected by segregation or that segregation did not impact them. However, as stated above, the Addisonians did have some negative effects related to segregation. The students were convinced that the culture and climate of Addison was priceless. The love and support that students received at Lucy Addison High School was seen as monumental in their overall growth and development. Because of their commitment to their school, many of the students stated that they did not want to lose what they had gained while at Addison just to attend an integrated school.

Lucy Addison High School closed in 1973. The closing of the school outraged the community and upset the students. The students, staff, and community signed petitions and filed suits in an attempt to keep their beloved school open (Roanoke City School Board Minutes, February 13, 1973). Reverend Charles Green spoke at the February 13, 1973, Roanoke City School Board on the behalf of 900 Black and White citizens in support of Addison High School remaining open as a high school. He pointed out numerous reasons for the opposition to a change of Addison's status. Reverend Green presented a petition with the signatures of 1,041 concerned citizens and students (Roanoke City School Board Minutes, February 13, 1973).

After much deliberation, petitions, and lawsuits, the Roanoke City School Board proposed action to convert Lucy Addison High School to a junior high school at the March 27, 1973, school board meeting. The conversion would be Phase I of many other actions planned in the city school system to fully integrate schools (Roanoke City School Board Minutes, March 27, 1973). The reassignment of Addison students to William Fleming or Patrick Henry High School was discussed at the May 18, 1973, Roanoke City School Board Meeting (Roanoke City School Board Minutes, May 18, 1973). Even though Lucy Addison High School closed in 1973, the school was reopened as a junior high school that fall and still operates today as a middle school. At the June 12, 1973 Roanoke City School Board Meeting, Mr. James Wood was appointed as the new principal to open Lucy Addison as a junior high school in the 1973-1974 school year (Roanoke City School Board Minutes, June 12, 1973).

Many students had questions as to why the school had to close when it had been so instrumental in the development of its students and supported by its community. The students,

faculty, and community members felt that they lost another piece of Black history when Lucy Addison High School closed. Several of the graduates compared the closing of the school to the death of a loved one. The graduates felt that their many positive and uplifting experiences were lost when Lucy Addison was closed in 1973.

Six common themes emerged from the interviews with primary and secondary participants. They were: (a) the importance of a spiritual foundation, (b) high expectations from teachers and administrators, (c) parent and community support, (d) school leadership, (e) and the graduates' attitudes on segregation and/or integration, and (f) school pride. The three themes that were consistent with the supports identified in the literature of the value of all-Black high schools by the researcher were: (a) the importance of a spiritual foundation, (b) high expectations from teachers and administrators, (c) parent and community support.

## **Discussion of Themes**

### **The Importance of a Spiritual Foundation**

A strong faith in God, even while witnessing injustice and cruelty being inflicted on themselves and others, motivated many Blacks to keep a positive attitude and to continue moving forward toward a great education to achieve success in life. Many Blacks attended Christian churches, Sunday School, and participated in church activities to cultivate a relationship with the church family, community, students, and with God. The students learned that a spiritual foundation was the basis that would help them be successful in life. (Morris & Morris, 2000; Slade, 2004; Walker, 2000).

Throughout the interviews, all of the participants reported that they were involved in church. The students were involved in church due to parents taking them and participating with them in church on Sundays. Many students were involved in the choir, Sunday School, and youth activities of their churches. Students clearly stated that they were expected to attend church. Freeman stated, "Not like young people today, we did not have a choice, we went to church even as teenagers" (D. Freeman, personal communication, June 12, 2014). It was unacceptable to miss church. The students' parents stressed the spiritual foundation on a regular basis in the household. Freeman recalled that, "I had that background, that foundation of church instilled in me and it never left me" (D. Freeman, personal communication, June 12, 2014). At the time, Lucy Addison High School students may not have been aware of the impact of their spiritual

foundation. As recollected by Pannell, “I can see that God was really preparing us and we didn’t even really know. But now, it is very clear” (W. Pannell, personal communication, October 10, 2014). Many of the students’ parents served in the church as Sunday School teachers, deacons, deaconesses or ministers. Some sang in the church choir or were involved in different service committees within the church. Louise Johnson said that “My mom was a deaconess in the church. Both my mother and my father attended church; they didn’t just let us go to church by ourselves, they took us and were involved in church as well” (L. Johnson, personal communication, June 1, 2014). Several of the participants stated that even though both parents supported a spiritual foundation, it was their mother who took the children to church while their father worked to make a living in order to provide for the family.

Many of the teachers were involved in the students’ lives in school and also in the community, specifically the church. Lovelace stated that, “I had two teachers in particular that were very instrumental in the church. They were both teachers and leaders in the church also” (R. Lovelace, personal communication, August 24, 2014). The spiritual foundation that was provided in the home was not only supported in the church, but it was expected at Addison, as well. Since the teachers saw the students in school and in church, the same appropriate behavior was expected in both places. High expectations started at home and spread abroad. As a Lucy Addison High School student, one was expected to go to school and respect one’s teachers at all times. George Miller, a secondary participant reflected that, “A lot of people, because of having to attend churches, had high morals and values and there were just some things that we would not do if we knew they were wrong” (G. Miller, personal communication, August 24, 2014). Having good manners and being respectful were two items on the high priority list from parents. Hilda Day confirmed that Addison students had manners by stating, “You could tell the students were from good backgrounds and religious homes. Their parents fostered them with good manners and respect” (H. Day, personal communication, October 10, 2014). The Addisonians reported that they did not get in trouble at school. Because their parents and teachers had relationships within the school, the church, and in the community, communication readily took place almost daily between parents and teachers.

The church relationships that took place between the students and their teachers were reinforced in the school and the community. Per Delois Broady, a teacher at Lucy Addison High School, “The community, the churches, and the schools, they all worked together” (D. Broady,

personal communication, August 27, 2014). As they moved between school, community, and church settings, the students and their teachers built relationships in all three arenas. The teachers lived in the community where their students lived. Many of the teachers were neighbors to their students. Lucy Addison High School students remembered how many of their teachers, even their principals, Mr. Phillips and Mr. Coleman, lived near or in close proximity to them in their neighborhood. While out shopping and mingling in the community with their parents, the Lucy Addison High School students would often see their teachers in the grocery stores, shopping centers, or at their homes doing work to upgrade their homes and keep their property nice. Huff expressed:

You would see them out, you know, mowing the grass and picking their trash up, and all that. They were neighborhood people. They lived in the neighborhood. (M. Huff, personal communication, June 13, 2014)

On Sunday, the students would then see their teachers in church directing the choir, teaching Sunday school, or working with other organizations within the church. Lovelace recalled the following:

At my church we had three teachers in particular that were very instrumental in the church: Mary Allen, Mary Shephard Allen, and Maxine Hunt. They were both teachers and they were leaders in the church working in different organizations. So yes, we did see them in church (R. Lovelace, personal communication, August 24, 2014).

The intimate relationship in church of parents and teachers working together, experiencing a spiritual foundation together, carried over into school, as well. Duke Curtis confirmed that the relationship carried over by recollecting, “The community was a little more tight knit back then. We went to church and we were involved in Sunday School. That carried over into school” (D. Curtis, personal communication, September 25, 2014). With parents and teachers working together and living together, the relationships among Lucy Addison High School students’ parents and their teachers were important aspects of their lives.



## **High Expectations From Administration and Teachers**

By having a strong spiritual foundation to build upon, Black students learned many of the principles of God's word during church services and Sunday school lessons. These church lessons also created high expectations for them in their schools (Walker, 2000). Many of their principals and teachers also took an active role in the church teaching Sunday school classes, directing choirs and clubs, and serving as church leaders. Because of the roles teachers and administrators held in the church, Black students not only respected their teachers and administrators, but also admired them, too (Walker, 2000).

The Lucy Addison High School teachers expected the students to learn. As recollected by Hilda Day, "Teachers were always expecting high expectations from the students" (H. Day, personal communication, October 10, 2014). The teachers knew they were at the school to help prepare the students with a strong education for life. Many graduates of the classes of 1963-70 stated that the teachers took their jobs seriously and presented themselves in a professional manner. Many students talked about how professionally their teachers dressed. Cooper reported, "I cannot recall a teacher, maybe a shop teacher, who did not dress suit and tie, the women, comfortable yet very, I mean, they dressed well, they dressed professionally" (M. Cooper, personal communication, September 26, 2014). The students commented on how the teachers carried themselves in the school. Many of the students looked up to their teachers and wanted to be like them. This respect for the teachers carried over to the classroom. By dressing and carrying themselves like professionals, the teachers communicated to the students that they expected them to dress and carry themselves like professionals as well. Nash remembered, "They were the purest role models. They did not play the role of teacher and administrator; they lived it. They taught us how to be people with integrity and character and they led by example" (A. Nash, personal communication, August 24, 2014).

There were no excuses for not doing well in school. The teachers would constantly inform the students that they were preparing them for life. The teacher and administrators expected the students to do great things in the community. Charles Day expressed the following, "The teachers and administrators were dedicated because we depended on the development of the kids for the success of the community" (C. Day, personal communication, August 14, 2014). The students were reminded that they must do twice as much in school and do twice as much in life just to make it. As stated by Pannell, "One of the things that really stands out as far as the

teachers were concerned, they always told us that we had to work twice as hard in order for us to be equal” (W. Pannell, personal communication, October 10, 2014).

The teachers also stressed how an education would help transition the students to a better life and allow them to compete in society. Dr. Delores Johns summarized the expectations the teachers had for their students. She communicated that, “For one thing, I think the faculty and staff projected the same spirit and cooperation among themselves with one goal in mind; to do the best we can to help our students stay in school and to learn” (D. Johns, personal communication, June 4, 2014). She indicated that, “Most of the teachers at Addison were disciplinarians and demanded the respect and received the respect from most of the students” (D. Johns, personal communication, June 4, 2014). Because she thought the students could see that teachers were concerned and were truly interested in students and their learning, many things were done in the school to support students and their learning.

As a result of the positive relationship with parents and teachers in the community and within the church, the teachers expected the students to use manners and to be respectful at all times. Parents expected their children to address their teachers with respect by referring to them as “ma’am” or “sir.” Many of the participants stated that their teachers did not stand for disrespect, cutting class, hanging out in the hallway, or disrupting their classes. Alston related the following:

They were basically disciplinarians. They demanded respect and got it too. They made sure they knew each individual student personally. We didn’t have a lot of disruptions in the class. The teachers and school principal expected us to be in class and not hanging out in the hallway. (L. Alston, personal communication, September 12, 2014)

Teachers did not have an issue with calling the students’ parents, stopping by their houses after school, or speaking to their parents in the church on Sunday morning or during a church function to report inappropriate behaviors. Students with behavior issues in school were not allowed to be involved in the extracurricular activities at the school. When students were not allowed to participate in the extracurricular activities, it minimized the relationship a lot of times between the teacher and the students. As expressed by Delois Broady, “When the students were involved in extracurricular activities, I always made it a point to be there to support them. When they came back to class, it helped build the relationship in my classroom” (D. Broady, personal

communication, August 27, 2014). Due to their engagement and interest in the school and its activities, the students did not want to miss anything that was taking place in their school because of behavioral or discipline issues. As Bond-Booker reaffirmed, “The teachers had such high expectations that you did not want let them down. We had mentors and didn’t even know we had mentors” (L. Bond-Booker, personal communication, June 18, 2014).

The teachers knew firsthand the real world experiences that students would face when they left Lucy Addison High School. Teaching in a segregated school using secondhand books, not having equal facilities, and being treated like second-class citizens in some instances, the teachers provided the students with an education to use as their ammunition to achieve in life. Students were taught in all classes how to speak with clarity and to speak with conviction. Ms. Poindexter, an English teacher at Lucy Addison High School, taught many students how to speak using proper grammar. Many graduates stated that she would not allow them to use slang, incorrect grammar, or talk in broken sentences. Duke Curtis, a secondary participant, but also an earlier graduate of Lucy Addison High School, reaffirmed the following about Mrs. Poindexter, “Mrs. Eunice Poin-Dex-Ter, don’t call her Ms. Pondexer, she would correct you, Mrs. Poin-Dex-Ter, taught you how to talk. Mrs. Poindexter did not allow you to come into her room and talk bad grammar or slang” (D. Curtis, personal communication, September 25, 2014). The participants felt that the same high expectations in Ms. Poindexter’s class also took place in many of the other classes at Lucy Addison High School as well. This atmosphere of high expectations in classes motivated students and created a positive atmosphere. Lucy Addison High School students felt like they could compete and be successful in anything in life. Teachers strived to prepare the students and encourage their success. As summarized by Hobson, “they saw that we had dreams and visions of working and making something good for ourselves” (A. Hobson, personal communication, July 10, 2014).

Throughout all the interviews, the graduates stressed over and over that they knew the teachers had their best interest at heart. The teachers’ friendliness, constant acts of kindness, and daily concern for the students’ well-being helped create for students a feeling of being cared for at Lucy Addison High School. All students stated that they knew their teachers would help them in any way. As noted by Ross, “And of course if you had issues, or problems that you didn’t understand something, then they would help you” (J. Ross, personal communication, October 12, 2014). Before school, after school, on the weekend, even while at church, the teachers were there

to help the students. The students felt like they could ask a question at any time and the teachers would be there to help them. Through the relationships built within the church with their parents and within the community's neighborhoods, the students felt as if the teachers wanted to see the students succeed on every level. Because of the relationships created from daily interactions with students, the students knew that teachers had high expectations of them and, thus, they did not want to disappoint any teacher. As related by Claytor, "They held high, high expectations; no nonsense. You knew you were loved though. You did not want to disappoint them in any way" (R. Claytor, personal communication, August 16, 2014). The students truly rose to the expectations set by the teachers, the principal, and other school staff members. The influence the teachers played in the lives of the students was not only academically focused, but it also played out in other areas of the students' lives such as in character development. For example, graduate Sherwood Kasey developed relationships with his coaches at a deeper level than what might be thought of as a typical coach/athlete relationship today. His coaches served as surrogate father-figures to him. Kasey expressed:

Both of my coaches were like fathers to me and still are to this day. I can go by and see and talk to them and if I have any type of problem, they are there to support me and make sure my needs are met and that is a blessing to have those types of people in your life (S. Kasey, personal communication, August 15, 2014).

Clubs called the Socialites, the Valiants, or the Ambassadors were created in the school to help students feel part of something special and important. They were similar to fraternities and sororities. These clubs had their own identities which were often displayed by members' wearing certain colors. These colors, much like fraternity and sorority colors, had unifying characteristics, and there was a sense of pride associated with wearing them. The club members, for instance, may have dressed in professional dress pants, blazers, and V-neck sweaters. As indicated by Morton:

The Valiants had the most beautiful sweaters as a club; green and white sweaters with the European emblem, the shield and the helmet. All of them was [sic] beautiful; our uniform was gray blazers and black pants with white shirts and black ties. (I. Morton, personal communication, September 6, 2014)

High expectations were not only exhibited by the teachers and the administrators, but also by other school personnel. The janitors and cafeteria workers all cared deeply for the students and had their best interests at heart. As communicated by Nash, “The janitors always participated in the education process. They always told you something that you should be doing or gave you advice or they would see you sometimes at a different angle than some of the teachers did” (A. Nash, personal communication, August 24, 2014).

## **Parent and Community Support**

### **Parent support.**

Parents of students in all-Black schools supported their children at school and in the community in a variety of different ways (Morris & Morris, 2000; Slade, 2004; Walker, 2000). The educational process at all-Black schools included parents being intimately involved in the education of their children. First, parents taught their children respect for themselves and for people around them and that demonstration of respect was an expectation whenever they left the home. Students were taught values and morals to use in the school and in the community and suffered disciplinary action at home if they disobeyed their teachers (Morris & Morris, 2000; Slade, 2004; Walker, 2000).

As the literature has stated, many parents held influential roles in monitoring, supervising, and volunteering for events or performances. Parents were often present at extracurricular and athletic events to support the school and their child both during the school day and after the school day had ended (Walker, 2000). During segregation when Blacks were not getting a fair and equitable chance to progress in life, many parents felt it their duty to motivate, cultivate, and inspire their children to actually be better than the White race. The value the parents placed on the school made the school the cultural center of the segregated community (Walker, 2000).

The Lucy Addison High School graduates of the classes of 1963-70 stated that their parents expected them to get a good education. The students realized how important parent support was to their education. One example of this is the dedication in the 1968 Lucy Addison High School yearbook where the students dedicated the yearbook to their parents. The parents communicated to their children that education was a top priority and must be taken seriously. As stated by Johnson, “My parents taught me to strive for the stars, try to be the best that I could be,

and get an education. Because once you get an education, no one can take that away from you” (L. Johnson, personal communication, June 1, 2014).

Parents pushed their children to get a good education so they could attend college. However, not all families could afford to send their children to college. According to Alston, “We weren’t very wealthy people, but our parents made sure, my brothers, all of us went to college. As you know, mom and dad could not pay for it, but we paid for it ourselves and through our jobs” (L. Alston, personal communication, September 12, 2014).

### **Community support .**

The community was made up, in part, by Lucy Addison High School students, their parents, and the faculty and staff members that worked at Lucy Addison High School. Additionally, the community was also made up of Black business owners, former Addisonians, and other Black residents. As communicated by many students, the top three employers in the Addison community at that time were the Norfolk and Western Railway, General Electric, and the school system. Because a large portion of the teachers and administrators lived in the community, the same high expectations held by the teachers in school were also held by the community. George Miller reflected that, “I think the community was far more unified because the teachers, administrators, and students all lived in the same neighborhood. They were not spread out all along the boundaries of Roanoke city” (G. Miller, personal communication, August 24, 2014). The Lucy Addison community was supportive of the school and of the students’ education. The relationship that so positively existed between the community and Lucy Addison High School was attributed to the teachers, administrators, and professionals all living, working, and worshipping in the community. As communicated by Johnson, “It was a complete knitting of fabric between the school and the community” (D. Johnson, personal communication, August 29, 2014). The community was able to build a rapport with the students and teachers that was exhibited by the support that was displayed. The sentiment that it takes a village to raise a child was echoed by Price. He recollected that:

The village concept that you hear used today was probably more prevalent in what was being done at that time because everybody was trying to push the next generation to be the next individual, the next major leader, within that community or that environment (C. Price, personal communication, September 28, 2014).

Community support was displayed in many different ways, for example giving a student a ride home from sports practice or providing advice and direction on the choices a student might have in life. As captured by Kasey:

Coach [Bernard] Brown was just like my father after my father passed. He became like my surrogate father. ... and to this day, there were very few things that I could not share with him whether it has to be with my family, with my job, you name it, I could always go to him and he would always sit down with me and he was my football coach as well as my P.E. teacher while I was here. But he always stuck with me. Coach Moorman was the same way. Both of them were like fathers to me and to this day, I can go by and see and talk to them and if I have any type of problem, I don't care what it is, whether it's financial or whatever, they're there to support me, to make sure that my needs are met and that's a blessing that you have that type of person or those people to, you know, help you. (S. Kasey, personal communication, August 15, 2014)

The community supported education as well. This support was demonstrated when the Lucy Addison band, choir, or sports teams had an event. The community came out to support these events in large numbers. Shovely communicated, "Addison, back then, had a lot of support. They had a lot of support, because I mean it was a very successful high school in terms of academics and sports. So yeah, the community was definitely behind the school" (D. Shovely, personal communication, June 17, 2014).

Some of the community business owners would pay for club paraphernalia for the Lucy Addison High School students. A store owner of one of the community stores even bought one of the Lucy Addison High School students a class ring (R. Lovelace, personal communication, August 24, 2014). Community support was also represented in the medical field. Doctors in the community would provide free mouth pieces and perform free physicals because some students could not afford it. All of the participants described strong community support for Addison. These same sentiments were experienced by Delois Broady saying, "The Black community was behind Addison" (D. Broady, personal communication, August 27, 2014). Addison was seen as central to the Black community; the school was a place that was admired and respected by the entire Black community.

## School Leadership

The leadership of the school principal was one of the four themes captured in *Characteristics of Segregated Schools* by Walker (2000). She stated that the single most important central figure in the segregated school was the principal. The Lucy Addison High School graduates held a similar belief about their principal. Alvin Nash said, “Clearly the principal was the most iconic figure in the school” (A. Nash, personal communication, August 24, 2014). Walker (2000) stated that the principal also served as a model for the service attributes he or she sought to instill in children. Principals provided leadership for local initiatives designed to help the Black community, such as credit unions, clubs, and other community service projects, like the United Way, or the Red Cross during World War II. The principal held many roles from disciplinarian, to advocate, to parent figure, to job recruiter. This theme was clear at Lucy Addison High School. As stated by Charles Day, principal of Lucy Addison High School from 1970-1973, “There’s been a little tradition with Black principals. He was a powerful person before integration. Because of the big employment companies, when they needed an applicant, who wasn’t in the mainstream, they would call that principal, and ask for a recommendation” (C. Day, personal communication, August 14, 2014). Additionally, many of the participants specifically mentioned their principal serving in the roles reported by Walker (2000). For example, Freeman remembered his principal, Edwin Phillips, in the following way:

Mr. Phillips...I don’t remember seeing him in [my] church but I know he had strong religious values that he instilled in us as students. Mr. Phillips was very strict, but he was also a very kind man. He roamed the halls, he made sure you stayed in the classes, and when you went to see him, it wasn’t a pleasant thing. But he always had something good to tell you. (D. Freeman, personal communication, June 12, 2014)

Lucy Addison High School had a long line of leaders who supported an education for the betterment of Blacks. From the time Lucy Addison came to Roanoke in 1886 showing her leadership in the community working to establish an educational opportunity for Blacks, her leadership helped evolve Harrison School into a high school, which was the first high school for Blacks in Roanoke. Strong leaders such as Edwin Phillips, Julian Moore, and Charles Day all exhibited leadership qualities that supported an education and a positive climate and culture in the school. Robyn Lovelace echoed these sentiments by recollecting that, “The principal would



walks the halls throughout the day making sure students were in class. He was also very strict and stern making sure we were doing what we were supposed to be doing at school. He didn't put up with nonsense" (R. Lovelace, personal communication, August 24, 2014). Walker (2009) stated that Black principals participated in local, regional, and national associations, comprising a Black educational network through which power structures were formed and ideas were spread through schools across the South. The strong Black male leadership of Edwin Phillips, Julian Moore, and Charles Day all helped support a strong foundation of education for Black students.

As referenced above, many of the Addisonians spoke specifically and positively about Edwin Phillips, Julian Moore, the school principal from 1968 to 1970. These men also supported an environment conducive for learning at Lucy Addison High School. The following compliments were stated in the 1969 yearbook about Julian Moore:

We only regret that our time together has been such a brief one, for we realize that the innovations this year are only symbolic of the great strides that you and the Addison Family will make. Through a spirit of cooperation between the student body, faculty, and community, may you experience many achievements which will enable this school to move forward as an outstanding part of the educational system. We hope that those who remain behind will help to make your service as principal of Addison an enjoyable, satisfying experience as you build for a better tomorrow (The Addisonian Yearbook, 1969).

The Black principal was also a symbolic person in a leadership role in the community who helped support the empowerment of Blacks. Walker (2009) referenced that the Black principal was uniquely positioned to learn about and deploy resources available through networks. This statement was further stated and echoed in the sentiments of Charles Day:

It was a powerful position, you see what I mean? Case in point, if Company X wanted a personnel person, and they didn't know all the people in our community, they would call that principal. This was a tradition that they would call. I'll give you a case in point. There was a principal in Southside Virginia, he was principal of the high school. He had boarding houses where he would rent to his teachers and when they needed somebody, when the plants needed somebody, they would consult with him. He was a powerful figure. He was principal of the high school but he was also a very powerful person. He

could name Johnny to this company, he would recommend him, and just like the Godfather, they'd hire him (laughs). That was something that the Black principal, it was a powerful position. (C. Day, personal communication, August 14, 2014)

The principal was the key figure that helped support and continue a continuous progression of preparing students for an education at Addison. As stated by Delores Johns, "The teachers and administrators had that desire and concern about the students. That helped the success of the school in achieving an education and preparation for life. All of that had to come by the cooperation of the principal and the community" (D. Johns, personal communication, June 4, 2014).

### **The Graduates Attitudes on Segregation and/or Integration**

For the students and staff of Lucy Addison High School, segregation was a way of life until 1970. The Lucy Addison students and staff who were interviewed for the study expressed quite clearly that they were happy being in a segregated school. They also expressed the desire to have facilities, textbooks, and other resources equal to what the White schools had. The students also communicated that they felt that their teachers and administrators held high expectations for them on a daily basis. Teachers and administrators were recalled as always supporting them, inside and outside the school. Lucy Addison faculty and staff members created an environment that was positive and conducive for learning. To summarize his thoughts about segregation and his learning in a segregated setting, Nash stated that:

The point is, the teachers were well prepared to teach, but the Math books and the English books and the materials were either second hand or outdated. Therefore, it was up to the talents of the school administration and teachers to make sure that we had the best that was available. So while segregation was bad and discrimination even worse, as the community of students and teachers, we were extremely happy and proud. The segregation system retarded our offerings, but it did not retard our spirits. (A. Nash, personal communication, August 24, 2014)

Although none of the Addisonians in the study attended an integrated high school, several of them, especially those in the later classes of 1967, 1968, 1969, and 1970, would have had the opportunity to transfer to one of the formerly all-White high schools if they had desired to do so.

None of them chose that option. As stated by Alvin Nash, “If I did have the option to transfer, I would not have chosen to do so. Addison High School gave me an education and a family and I would never consider transferring to anything else for any other reason” (A. Nash, personal communication, August 24, 2014).

The Lucy Addison High School graduates stated that they were not affected negatively by segregation. The researcher feels that the graduates expressed that perspective because of the warm relationships built in the school with teachers and administrators, the positive climate and culture of the school, and the high expectations communicated by teachers, administrators, parents, and the community. But in reviewing the graduates experiences, they did experience some negative effects from segregation. The graduates knew they had to get an education to be able to compete in society. William Pannell experienced the following while a student at Lucy Addison, “One of the things that really stands out as far as the teachers were concerned, they always told us that we had to work twice as hard in order for us to be equal” (W. Pannell, personal communication, October 10, 2014).

Some of the secondary participants also supported the researcher’s conclusion that there were some negative effects at Lucy Addison due to being in a segregated school. They stated that Lucy Addison teachers had to spend their own money on supplies for their students to get supplies for the classroom. According to their accounts, teachers had to make do with what they had to educate the students at Addison. Delois Broady offered this observation about her time teaching at Addison, “We didn’t have the same type of materials as other schools. We didn’t have the same type of books either. We were not up to par with the equipment but our students were very well prepared considering the situations that they had been a part of” (D. Broady, personal communication, August 27, 2014).

Not every aspect of integration was viewed in a negative fashion. Segregation limited the opportunities for Blacks to experience different cultures and activities in the larger Roanoke community and limited the quality of the materials they had for an education. Integration had to potential to increase cultural awareness and allow Blacks and Whites to become aware that they were both striving for the same goal, a quality education.

During the process of integration at Lucy Addison High School in the fall of 1970, White students and White teachers integrated the school in large numbers (The Addisonian Yearbook, 1970). The school culture and climate of Lucy Addison High School had changed. Events that

took place at the school had a mixture of Black and White students and teachers. The sports teams were now supported by Black and White coaches, as well as, Black and White students (The Addisonian Yearbook, 1971). The same transition took place within the extracurricular activities. There were Black and White students and teachers in the band and the choir as well.

### **School Pride**

Former students of all-Black schools often expressed pride and love for their segregated school (Walker, 2000). “In the spirit of what the educational literature said about the poor quality of the segregated schooling of Black children, the voices from this community told another story” (Walker, 2000, p. 43). Walker (2000) stated that some literature suggests that schooling for Black children during the era of legal segregation may have been more highly valued by some of its constituents than has been generally considered. Black communities were sad to lose their schools. Without looking at Black schools and Black communities’ determination to educate their children, the complete story of segregated schools has not been told (Walker, 2000).

Alumni of Lucy Addison High School still feel great pride. The graduates of the classes of 1963-70 often use words such as “icon” and “beacon of the community” to describe their school. This statement was reinforced by Delois Broady, a teacher at Lucy Addison High School and a 1948 graduate of Lucy Addison High School. Broady recollected that, “Addison was like, as I said before, a beacon in the community” (D. Broady, personal communication, August 27, 2014). They believe that they received a good education at Lucy Addison High School, and even today they continue to express pride in their school. Nash noted the following:

When I think about Addison’s education and just what kind of education overall Addisonians received and I think about how the education has pole-vaulted many Addisonians to successful careers, in talking about, in reference to many careers in engineering, like myself, construction, NASA, the list just goes on from A to Z, just the many careers that Addisonians have moved toward because of their great education at Addison High School. (A. Nash, personal communication, August 24, 2014)

The teachers, community, and churches all supported Addisonians getting a good education. Education was a consistent part of the conversation with school custodians, cafeteria

workers, teachers, store owners in the community, and church members. As captured by Morton, “A lot of people had an impact on us at Addison. From the cafeteria worker to the janitor, they all cared about us getting an education at Addison” (I. Morton, personal communication, September 6, 2014). Duke Curtis, a secondary participant, echoed this sentiment when he stated:

The support they received was very thorough and everything, from the teachers. Not only from the teachers and the staff and everything but even from the janitors, even the custodians at this school, you had support from them and encouragement from them also. (D. Curtis, personal communication, September 25, 2014)

Lucy Addison High school student Nash clearly stated that, “They would not be where they are today in their lives, education-wise and career-wise, had it not been for the education they received at Lucy Addison High School” (A. Nash, personal communication, August 24, 2014). The quality education, the strong relationships, and the high expectations captured above instilled the great pride that Lucy Addison High School students continue to feel today.

Lucy Addison High School was the only all-Black high school in Roanoke. As a result, Addison was the community school for Blacks in the city. As stated by Shirley Stewart, a 1956 graduate of Lucy Addison High School, as well as a coach and teacher at the school from 1969 to 1973, “Students walked from Northwest, Northeast, and Southeast just to get to school” (S. Stewart, personal communication, August 15, 2014). Because of the heritage of families that attended Lucy Addison High School over the years, many Lucy Addison High School graduates of the classes of 1963-1970 were eager to come to Addison and wear the blue and white as many of their older family members had done before them. As communicated by Lovelace:

I’ve got two sisters and a brother, and they were all in front of me, and when my sister was a senior, I used to go and see Addison play. I couldn’t wait to wear blue and white. I couldn’t wait to wear blue and white (R. Lovelace, personal communication, August 24, 2014).

When the graduates thought about Addison, pride and legacy immediately came to mind. When a conversation took place about great sports teams, clubs, and extracurricular activities, Addison came to mind. When something was taking place in the community, the event took place at Addison, not only during the weekdays, but also on the weekends. The students, staff,

and community communicated that Addison was the center of attention for many events in the community.

Much of the school pride at Lucy Addison was a result of athletic achievements, extracurricular activities, and clubs. The Lucy Addison football and basketball are remembered as powerhouses in the area. Three schools are recalled as dominating in football and basketball in the Southwest Virginia region, Addison, Carver School in Salem, and Dunbar High School in Lynchburg. Athletes such as Charles “Big Dog” Thornhill and Al Holland are nationally known for their athletic accomplishments. The pride that they experienced as a Bulldog at Lucy Addison High School carried them into their professional athletic careers. As related by Curtis, “you saw people that did well in academics and in sports at the college level. Charles “Big Dog” Thornhill, he went to Michigan State and Al Holland played in the National Baseball League” (D. Curtis, personal communication, September 25, 2014),

When students, faculty, staff, and community members heard Lucy Addison High School was going to close, they were upset, angry, and frustrated. Many students already felt like they were losing their legacy and that Addison’s closing was something else that was being taken from them and the Black community. This sentiment was echoed by Patterson (2001) when he said that the Black community felt that the price of progress was “the loss of Black institutions and traditions” (p. 165). The devastation that the Lucy Addison High School community felt when they heard the announcement that the school was going to close was compared to other catastrophic events in American history. As quoted by Nash, “it was the worst news we ever heard. It was almost like the effect of learning of Martin Luther King, Jr. and President Kennedy’s assassination. It compared to feeling the death of a loved one” (A. Nash, personal communication, August 24, 2014). An article that appeared in *The Roanoke Times* stated that, “To prevent Lucy Addison from being closed in 1970, the students, faculty and staff, and community members attended Roanoke City School Board meetings, held protests with about 700 people, and rallied within the community.” (700 protest, *The Roanoke Times*, see Appendix S). Because of their school pride and love for Lucy Addison High School, the students, faculty and staff, and community prevented Lucy Addison from being closed as a school. The legacy, foundation, and heritage of Lucy Addison still lives on to this day in Lucy Addison Middle School. Many trophies and plaques earned while Lucy Addison was a high school are still on display there today. High school class pictures still grace the halls to this day. The beautiful

portrait of Ms. Lucy Addison remains on display to be a constant reminder of her compassion and dedication to ensure a quality education for all.

### **Conclusions**

The graduates of Lucy Addison High School had very fond memories of the school. Because of the expectations set forth for the graduates at home from their parents, the students arrived at the school each morning ready to earn an education. The time spent in the academic programs, involvement in extracurricular activities, and building relationships at the school all helped mold and shape well-rounded students at the school. Not only were the students supported within the school, but outside from the community as well. Community businesses, churches, and organizations supported the students and the school because of the quality education students received at the school and the overall successes associated with programs of the school.

In reviewing literature related to all-Black high schools, the researcher discovered that Black students who attended them received three different, but important supports. Those supports noted in these literature sources were: (a) the importance of a spiritual foundation, (b) high expectations from teachers and administrators, and (c) parent and community support. Based on the analysis of the interview data collected from the 16 participants in the study, the supports were present in their experiences at Lucy Addison High School. The students spoke about how important being involved in the church was to their lives and how their parents made sure they were involved in the church. Each and every student spoke about the high expectations leveled from the teachers and administrators which helped them graduate from Lucy Addison High School and have, what they believed to be, successful lives. The parents and community supported Addison because it was a community school. Black students from Northwest, Southwest, Northeast, and Southeast Roanoke all went to Addison. Attributed, in part, importance of a spiritual foundation, high expectations from teachers and administrators, and the parent and community support, Lucy Addison High School graduates experienced successes in life and in education.

Through the process of analyzing the transcriptions from the interviews, three other supports emerged from the data. School Leadership, specifically leadership from the school's principal, was noted as a factor contributing to students' success. The leadership of Mr. Edwin

Phillips, Mr. Julian Moore, and Mr. Charles Day all helped encourage students at Lucy Addison High School to use their education to best situate themselves for the world of work or higher education. The graduates of Lucy Addison High School had different attitudes about the concepts of segregation or integration. The students reported that they had no reservations being in an integrated school; they just wanted equal facilities and resources. Lastly, the school pride at Lucy Addison High School was a common theme from all the graduates. The experiences of the graduates of Lucy Addison High School revealed that their involvements in extracurricular activities, along with the time spent building relationships with peers, teachers, and administrators, truly contributed to their educational experiences while at Addison. Additionally, the graduates noted that the community, who supported the educational process, helped the students have an abundance of school pride for their alma mater, Lucy Addison High School.

In the court case *Green v. School Board of City of Roanoke Virginia* (1970), the U.S. District Court for the Western District of Virginia, Roanoke Division, finally approved the Roanoke City School Board's plan for a unitary school system. Until this decision was approved, all-Black and all-White schools continued to exist. As the result of this case, all Roanoke City Public Schools were desegregated in the fall of 1970. As a component of its desegregation plan, the Roanoke City School Board had proposed closing Lucy Addison as a high school and converting it to use as a vocational center. But perhaps because of the Black community's protest, the school was integrated rather than closed. (see Appendix T). Lucy Addison High School was closed in 1973 and was eventually repurposed into a middle school.

Another theme that emerged from the study focused on why Lucy Addison High School was integrated as opposed to being closed like many other all-Black high schools in the area. Lucy Addison, as a high school, was integrated from the fall of 1970 to the Spring of 1973. When Lucy Addison was integrated from the fall of 1970, the transition was not a small "token" integration. There were a large number of White students who attended the school. From 1970 to 1971, with a total population in the school of 539 students, 269 of the students at Lucy Addison High School were White. The White student population made up nearly half of the school (Integration of the Star City of the South). This was confirmed by a review of the 1970, 1971, and 1972 yearbooks where approximately 50% of the student body appear to be White and 50% appear to be Black (The Addisonian Yearbook, 1970, 1971, 1972). Unlike other schools in the southern part of the state of Virginia, Lucy Addison High School did not close but, instead was



integrated. Carver School in Salem, and Christiansburg Institute in nearby Christiansburg, Virginia were closed as all-Black High Schools and never operated as integrated schools. Carver School was closed as an all-Black school in 1966 and eventually became an elementary school (History of G. W. Carver). Christiansburg Institute was closed as an all-Black high school in 1966 (History of Christiansburg Institute). The researcher believes that Lucy Addison High School may have been allowed to stay open as an integrated school the last three years of its existence as a high school due to steps taken by leaders of the city of Roanoke who were working towards a smooth transition of integration in the city. As noted in research, Roanoke did not have many of the divisive racial issues that other areas had throughout Virginia. This could be due to Roanoke's 12-man biracial committee from the Black and White communities collaborating and finding consensus on issues including school desegregation and the integration of public places within the city. This researcher's belief cannot be proven because there are no records of discussions or meetings of the biracial committee.

Another conclusion that emerged from the study related the participants' experiences with segregation. While attending Lucy Addison High School, a segregated school from 1928 to 1970, many of the students stated that they did not feel the effects of segregation. Students recounted their feelings that their parents, teachers, and administrators had shielded them from the effects of segregation by not having conversations about segregation around them. Students also stated that through their various interactions in stores, downtown, or while playing in the community with White friends, segregation had not been an issue for them. For these students, segregation was just something that took place in the area and something they had to deal with as a way of life. Two of the students did state that they felt segregation pushed the Black race back and that segregation eliminated Blacks' chances to have equal opportunities to those of Whites. As stated in the dissertation by Dr. Beth Poff (2014), *School Desegregation in Roanoke, Virginia: The Black Student Perspective*, the nine students in her study also stated that they did not feel the effects of segregation and that they did not consciously experience any negative effects of segregation.

The themes that emerged from this study were both similar to and different from the themes that appear in the research literature examining all-Black schools. The secondary purpose of the researcher's study was to determine if the supports found in the literature about all-Black high schools also were recognized by the graduates at Lucy Addison High School from 1963-

1970. There were three primary supports listed as contributing factors in explaining the success of all-Black schools. These factors, which are identified as supports in the research literature, include (a) the importance of a spiritual foundation, (b) high expectations from administration and teachers, and (c) parental and community support. These same supports were evident as contributors to the education of the students who attended Lucy Addison High School. As stated in the literature, many Black students succeeded in higher educational institutions around the nation due to the structure and consistency they received while attending all-Black high schools (Slade, 2004). This was also found to be true in the experiences of Lucy Addison High School students. Being taught by Black teachers and having the opportunity to have a principal that who was Black as well helped create a sense of pride in the school and helped cultivate strong relationships. A true “village raising a child mentality” was prevalent in the Black community, and it supported Black students not only in education, but also in learning about life.

Three additional themes that emerged from this research data included school leadership, the graduates’ attitudes on segregation or integration, and the students’ school pride. While conducting interviews of the students who attended Lucy Addison High School from 1963 to 1970, the researcher observed that segregation, as seen by many of the students, was not as an oppressive experience for them as depicted by others in the research literature. Students at Lucy Addison High School stated that they felt segregation did not really have any effect on them and that they knew segregation was there but were shielded from its negative effects by parents, teachers, administrators, and the community.

During the fall of 1970, Lucy Addison High School was integrated. Through a great deal of planning from the Roanoke City School Board and the school’s principal, Mr. Charles Day, the school transitioned from being an all-Black High School to a school that included White students and White staff members. To help make the transition a smooth one, Day enlisted the help of veteran Black teachers and Black athletes from the former segregated Lucy Addison High School. The veteran teachers and students were charged with helping in Addison’s transition to an integrated school to make sure everyone felt respected and welcomed into the school’s environment, and had a positive experience while at Lucy Addison High School from 1970 to 1973. To help make this transition a smoother process, Blacks and Whites were welcomed into the school’s classrooms and extracurricular activities. For the first time, the classrooms and extracurricular activities such as clubs and sports now had White coaches and

White participants, participating along with Blacks. Unlike many other all-Black high schools in the region and state of Virginia that simply closed, Lucy Addison High School served as an integrated former all-Black school until its re-purposing as a junior high school in 1973.

### **Recommendations**

Upon reflection on the study, the researcher would like to make selected recommendations for practice and for further study. The recommendations for further study concern (a) the continued documentation of experiences of Lucy Addison High School students incorporating more students over more years of time, (b) conducting a study assessing student perceptions of Lucy Addison High School as an integrated school from 1970 to 1973, and (c) investigating the reasons why Lucy Addison High School was allowed to stay open as an integrated high school when many other formerly Black high schools in Virginia closed.

After assessing the findings from the study, the researcher would also like to offer some recommendations and implications for practitioners. Research has shown that Black students have a multitude of difficulties navigating within the public school system nationwide. Black students are suspended at much higher rates than White students and drop out of school at a much greater rate than do White students. In addition, Black parental involvement and support is lacking and often non-existent (Fenning & Rose, 2007, Schott Foundation for Public Education, 2008, Noguera, 2003). Jones (2011), conducted a study on Black males in an attempt to better understand why they failed to graduate on time. Her findings stated that factors associated with societal issues and familial dynamics, in addition to public school practices and procedures, contributed to this problem.

Some of the supports that helped Lucy Addison High School graduates be successful in their effort to receive an education from 1963-70 could possibly help in discovering educational supports for some of the Black students of today. First, the promotion of higher educational expectations from teachers and administrators might help support many Black students' educational efforts today. Teachers building stronger relationships with students, showing them the relevance for what they are learning, and providing them appropriate rigor to broaden students' understanding of what they are learning might help enrich students' mindset for learning. A loving, caring, supportive teacher cannot be underestimated. Building a relationship with students and making learning interesting, as stated by the Addisonians, will help promote

the students of today towards success. Adults helping students to understand and appreciate the value and importance of an education would also serve all students well. To support this point further, the Federal Education Budget Project of No Child Left Behind states that:

All students will learn and be assessed on the same knowledge and skills throughout the nation. Schools that do not meet the standards and expectations for adequate yearly progress will go through a school improvement process to increase student achievement to meet federal standards and expectations.” (“Federal”, <http://febp.newamerica.net/background-analysis/no-child-left-behind-overview>)

High Expectations from the administration in the school, as assessed in literature gathered from research on all-Black high schools and from Lucy Addison High School graduates’ experiences, can help set an appropriate tone for the school and the importance of an education. In working to better understand the familial, social, and economic needs of all students, in setting high academic and behavioral expectations for each learner, and by adults establishing and fostering strong appropriate relationships with learners in need, students of today can be more successful.

Parental support is beneficial in helping students meet with academic success. As assessed from the experiences from the Lucy Addison High School graduates, parent and community support helped the graduates receive an education and simultaneously feel supported. Having parents involved in the educational process from Kindergarten through 12<sup>th</sup> grade, talking to their children at home and setting standards for them about education, and being engaged in their children’s activities by attending extracurricular activities would help create a mindset in the child about the importance of school. By children seeing their parents involved in the educational process, this would instill in the child how important an education is to their future. A major support for today’s educational process would be for parents to teach their children manners, morals, and values at home that they are expected to use in school and within the community. Overall support for education from parents such as talking to their child about school, checking homework, exposing their adolescent children to college campuses and having conversations about the importance of education in helping to fulfil career and life goals might be quite helpful in promoting greater student school success.

Greater support from the community, businesses, and organizations might also assist with promoting student success. As experienced by the Lucy Addison High School graduates, the students felt that the Black community supported them. Support from the community by being present at school events and supporting the parents by providing resources for student success might also be beneficial to today's students. Community businesses and organizations providing incentives for scholarships and providing public messages and notifications of these offers would be helpful to our students. The constant message from the community about helping the students become successful after high school could mean a great deal to our students. If the tax support from the community is not sufficient, school districts around the nation could open the door for community businesses, colleges, and organizations to come into the school and offer additional support. Exposure to the world of work or college life might help elevate our students' ideas, perceptions, and pathways toward success.

Lucy Addison High School graduates expressed school pride. The graduates experienced a great deal of relationship building while students at Addison and they felt that teachers and administrators cared for them. They also expressed how school sports teams and clubs were helpful to their overall school experience due to the feeling of belonging and being a part of a team. To help support students in schools today, relationship building throughout the year from teachers, administrators, and every adult that works in the school could help promote school pride. By having students involved in different sports teams, co-curricular activities, such as the band, choir, and other after-school clubs, students will feel a stronger attachment to the school. Lastly, exposing students to life outside of the school could prove to be insightful to today's students. For example, in the researcher's experience, speaking to students about going to college and the importance of subjects like math to their lives might benefit them in planning for their future. Taking, however, a grade level of students on a local college visit or escorting a classroom of students to Lowe's or Home Depot where a contractor can show them how they use area and perimeter to build houses every day might have more positive benefits in helping students plan for their futures. On these trips, students would be reminded that they are always to behave in ways that honor their school. The positive experiences of the students in today's school might help build school pride.

Strong, loving school leadership is needed in the schools of today. Students must feel that they have a connection with their administrators and that their administrators have their best

interest at heart. As stated by the Lucy Addison High School graduates, they felt like their principals expected them to show positive manners in school and expected them to get an education. The principals of Lucy Addison High School were consistently there to help and support the students in their education and asked them how they were doing or if they needed anything. The same high expectations and standards that helped Lucy Addison High School graduates become successful would also help the students of today. Principals could have test talks and conduct academic career planning with students. They could expose students to pathways to become successful. Principals must develop a rapport and build relationships with students throughout the year within the school and within the community. Today's principals must be visible in the community setting positive examples for students to model after and want to emulate in their lives.

Further research should be conducted to document the experiences of Lucy Addison High School students. There are several reasons for the recommendation. First, there are many more untold experiences of Lucy Addison High School students, staff, and community members. Those experiences continue to be in the hearts and minds of the students, staff, and community and very little of that history has been documented. Second, as time continues to elapse, many Lucy Addison High School students and staff members are increasing in age and/or passing on, the experiences and history of the school's students and staff members are being lost and are only preserved in the hearts and minds of the students and staff who attended or worked at the school.

Additional research should be conducted to document the oral histories of Black and White students who attended Lucy Addison High School as an integrated school. As Lucy Addison High School became integrated, the culture and climate of the school may have changed causing different experiences for the students and staff who attended the school. What was it like for White students to attend Lucy Addison High School? How did White students feel when they attended the school? Did they feel welcomed in the classes, welcomed on teams and clubs, and what was their experience, if any, with the culture and climate of the school? To capture and document the experiences of both White and Black students from 1970-73 when Addison was an integrated high school might prove noteworthy.

Finally, further research should be conducted to assess the reason why Lucy Addison High School was allowed to become an integrated high school when many other all-Black high

schools were simply closed as a result of desegregation. Patterson (2001) pointed out that the usual process of desegregation meant that Black students were sent to formerly White schools. The reverse was not often true. Lucy Addison High School was allowed to stay open and it operated as an integrated high school for another three years until it was eventually re-purposed as a junior high school 1973. Why did that happen? Might it have been because of the planning meetings held by the school board and the school principal at the time, Mr. Charles Day, to help usher in a smooth transition for integration? Might it have been due to the planning meetings of the biracial committee from 1960 to 1968 consisting of Black and White leaders in the Roanoke community who met to discuss issues including desegregation and integration of public places? And lastly, could it have been due to the positive emphasis of leaders within the Roanoke community wanting to ensure a smooth transition for desegregation and integration in the Roanoke community for Blacks and Whites, alike? This wealth of information generated from these studies would be monumental historical resources for the Roanoke community. Likewise, such studies could expose the many steps taken in the Roanoke community to help create a smooth transition in the community in regards to desegregation and integration.

### **Reflections**

Upon the completion of the study, I took time to reflect on the research process. I evaluated the overall process completed over the last three years in an attempt to offer some guidance and suggestions for future researchers who may undertake such a historical study. The researcher must be sure to select a topic that is of interest but also one that is close and dear to the researcher's heart. After two years of coursework, the class meetings, the scheduled time allotments to work, and the detailed directions and guidance of the professors come to a complete stop. The persistence, dedication, commitment, will, and drive of the researcher must suffice as class times and deadlines grow more distant. The researcher must be sure not only to choose a topic that is dear to his or her heart, but a topic must be selected that is manageable. The more investigation and personal interviews needed for the study, the more time that will be needed by the researcher to set up the interviews with the primary and secondary participants, conduct the interviews, and transcribe the interviews one by one. It is important to set limitations to the topic so that the amount of data collected is manageable.

Dedication to the study and time management is of the utmost importance. Completing the study revisions and edits from the advisor in an allotted time frame can be tedious and quite frustrating. Staying the course and trying to work with the study on a daily basis can take a toll on family togetherness, father time, and other responsibilities, and accountability to work-related tasks. Communication and collaboration between the researcher and the advisor is needed every step of the way throughout the writing process. I stayed in constant contact with his advisor more often after the completion of the prospectus exam. At many times, other extracurricular activities and time spent with children and the family took precedence over constant communication with my advisor. The process was slowed during those times of less focus. When considering a topic of study, the researcher must be sure to set up a line of communication with his or her advisor through phone contact, email, and personal meetings. This focal point of communication must take place throughout all three stages of the doctoral study exams; the preliminary, prospectus, and finally, the defense. With a constant focus on communication and collaboration throughout the writing process, the researcher must be sure to take heed of what the advisor is advising at all times. Attention to detail is a must.

The constant support from my advisor, critical friend, and family cannot be underestimated. Throughout the many changes during the writing process caused by evolving ideas or false starts, I was able to rely heavily on the experience and leadership of my advisor, Dr. Wayne Tripp. Throughout the many stages of writing including revisions, edits, and/or transitions in different directions to make the study stronger, Dr. Tripp helped to improve the quality of this document. My critical friend's advice and leadership were vitally important as well. Due to my critical friend completing her doctoral study on a similar topic before me and enduring the process of completing the program, her help was invaluable, Dr. Beth Poff was able to offer me direction and guidance on next steps in order to complete the study and help with transcription of primary and secondary interviews. The family support for me was priceless. The countless minutes, hours, days, months, and years of time needed to complete the study were completely supported by my family and friends. The support and encouragement from my family and friends helped provide me with consistency and structure to work to complete the study. The encouraging words from my church and school staff also helped provide an element of positive praise and encouragement for me.



Research speaks to the importance of Black leadership in school focused on documented efforts to improve the education of Blacks. After serving as the principal of Lucy Addison Middle School for the last nine years, I feel it is my destiny to continue on this long line of strong leadership. My goals have been focused on leading and guiding all students, but Black students in particular toward an education and teaching them about life. When I reflect on my many experiences with male-role models in my life as a child growing up in the Roanoke City School system, I had many mentors that uplifted, cared for, molded, and shaped me to be an upstanding young man in society. But two of these mentors were school administrators. Charles Day was my principal at William Ruffner Middle School and George Miller was my hall principal at William Fleming High School. These two men's charismatic leadership style was strict, supportive, and uplifting. They helped me and any many of my friends move on to have very successful lives. I am now the next in line to give the same rewarding experiences to students of Lucy Addison and Roanoke City Schools that were given to me as a child.

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**Appendix A**  
**Picture of Ms. Lucy Addison**



MISS LUCY ADDISON

1



## Appendix B

### Biography of Ms. Lucy Addison (School Website)

#### MISS LUCY ADDISON

Lucy Addison earned the distinction of being called "dynamic and a natural leader" by the members of the Roanoke community. She exhibited the characteristics of a beloved, devoted and dedicated teacher to the Black boys and girls in the city.

Miss Addison was born in Fauquier County during the civil war on December 8, 1861. Her parents were Charles and Elizabeth Addison. Her education began in the local rural schools of her native county and was supplemented by study under private teachers. Poor health and lack of funds did not deter her desire for a higher education. After graduating from the Institute for Colored Youth in Philadelphia, Pennsylvania in 1878, she attended Virginia Normal School in Petersburg, Virginia; Cook County Normal in Chicago, Illinois; and Howard University.

Miss Addison's teaching career began in the city of Roanoke at Gainsboro Elementary School where she taught for thirty-one years. In 1917, Miss Addison was named principal of the new Harrison School which offered one year of high school. In 1924, the high school was accredited by the state and enjoyed the distinction of being the largest Black school in the state with a female principal. Miss Addison retired from the Roanoke City School System in 1927. The school board recorded the following: "Miss Addison has the distinction of having taught in the Roanoke School System longer than any other teacher, and as principal of Harrison - organized and developed the high school."

Miss Addison was also called a "social worker" because of her concern and efforts to help the needy. She organized citizens to provide food and clothing for the poor. She taught night school, and held the position of superintendent of the Fifth Avenue Presbyterian Sunday School. She was Vice President of the Burrell Memorial Hospital Association and a member of the Board of Trustees. She was chairman of the Woman's Auxiliary and served as a member of the Trustee Board of the school for delinquent girls at Peaks, Virginia.

Because of her achievements in the education and other areas, the new high school, completed in 1928, was named in honor of Miss Addison.

Miss Addison became engaged in whatever pertained to the uplift of the community, and her advice and cooperation were in demand by many people. She influenced the lives of most people in a favorable manner during her lifetime. Miss Lucy Addison died in Washington, D.C. on November 13, 1937, but she lives on in the hearts of those who benefited by knowing her and later generations who benefited by the "fruits" of her labor in Roanoke.

Appendix C

Lucy Addison High School Opening

Lucy Addison High School Opening To Modern Building With Gymnasium; Is Named After Aged Teacher

NEW COLORED HIGH SCHOOL BUILDING

Total Cost of The Project, \$181,878

Musical Comedy To Be Presented By Tabernacle Choir

With the program tomorrow evening at 8 o'clock at the Lucy Addison High School...

With a cast of twenty members under the direction of Jesse O. Brittain...

Chief Inspection. Following the inspection of the new school building...

Those who will play roles of scholars are: J. W. Martin, Mrs. Jesse O. Brittain, Chester Mitchell, Annie Goodwin...

Fifty Furniture Stores Are Merged

Merge of fifty retail furniture stores and ten factories under the name of Interfrat Brothers Stores, Inc.

Life Insurance Men Tendered Banquet

Upward of fifty workers, including a dozen district managers of the Life and Casualty Company of Nashville, Tenn.

Plunkett Speaks At Merchants' Meeting

Miss A. Plunkett was the principal speaker today at the noon luncheon meeting of the Merchants Protective Association held at the Lake Club.

Case Involved Legal Skirmish Between Judge Hart and Judge Berkeley

Judge H. Allison and Lucy Allison were arrested on a second warrant this morning and given a hearing at a special session of Police Court.

JUST OUT DANCE RECORDS 1247-B My Castle in Spain... GUY LOMBARDO And His Royal Canadians



The building, site and equipment cost \$181,878 and is the only high school for colored pupils in the city. It is situated on Road, between Hart and Douglas Avenues.

Allisons Are Convicted In Police Court

DISPOSE OF CASE AT SPECIAL SESSION

LOCAL FLASHES

THIEVES ACT POLICE I

Case Involved Legal Skirmish Between Judge Hart and Judge Berkeley

Explosive Set Off at Negro's House

Thieves Act Police I

Case Involved Legal Skirmish Between Judge Hart and Judge Berkeley

Explosive Set Off at Negro's House

Thieves Act Police I

Case Involved Legal Skirmish Between Judge Hart and Judge Berkeley

Explosive Set Off at Negro's House

Thieves Act Police I

Case Involved Legal Skirmish Between Judge Hart and Judge Berkeley

Explosive Set Off at Negro's House

Thieves Act Police I

Case Involved Legal Skirmish Between Judge Hart and Judge Berkeley

Explosive Set Off at Negro's House

Thieves Act Police I

Case Involved Legal Skirmish Between Judge Hart and Judge Berkeley

Explosive Set Off at Negro's House

Thieves Act Police I

Case Involved Legal Skirmish Between Judge Hart and Judge Berkeley

Explosive Set Off at Negro's House

Thieves Act Police I

Case Involved Legal Skirmish Between Judge Hart and Judge Berkeley

Explosive Set Off at Negro's House

Thieves Act Police I

Case Involved Legal Skirmish Between Judge Hart and Judge Berkeley

Explosive Set Off at Negro's House

Thieves Act Police I

A row between two women over the job did not lay a hand on the com-

**Appendix D**  
**Initial Interview Questions**

1. Please tell me about yourself.
2. What years did you attend Lucy Addison High School? Did you graduate?
3. Please describe a typical day for you at Lucy Addison High School. (Probes: What classes did you take? Were you involved in any extracurricular activities such as athletics or clubs?)
4. What other activities took place at the school during or after school? (Probes: Were there dances, proms, assemblies, special activities? Did community or church groups use the school for events?)
5. What was your family's attitude towards education? (Probes: Why did your parents place this value on education? What was their schooling experience? What was their role in the community?)
6. Please describe your teachers and their roles in the school? What was your relationship with your teachers in the community?
7. What were the expectations of the school administration and teachers for you and other students about your education?
8. What was the role of the Black community in Lucy Addison High School?
9. What do you think having a high school for Black students meant to the Black community? (Probe: Describe school spirit and pride in Lucy Addison among students and in the community.)
10. What supports did Lucy Addison High School students have to help them graduate and be successful during the time you attended the school?
11. Do you think your education at Lucy Addison prepared you well for success in Life? (Probe: What were your career and educational experiences after high school?)
12. You grew up during the time in American history when separate schools for Blacks and Whites were required by law. What were the feelings, attitudes, and/or opinions your family and you held about segregation? What do you believe was the impact of segregation on your education?
13. What do you remember about the desegregation of Roanoke City Schools?

14. How did the desegregation of Roanoke City Schools change Lucy Addison? (Probe: What changes took place at Lucy Addison after desegregation?)
15. Did you consider transferring to William Fleming or Jefferson High Schools? Why or why not?
16. How do you think your school experience and education at Lucy Addison compared to the experiences of Black students who attended William Fleming or Jefferson?
17. How did you feel when you heard Lucy Addison was going to close? Were you a student or an adult at the time?
18. What was the community's reaction to the closing of the school?
19. What was your opinion of the decision to close Lucy Addison High School?
20. What did you learn about Miss Lucy Addison while attending Lucy Addison High School?
21. What legacy do you feel Lucy Addison left behind for her students and the community of Roanoke?
22. Is there anything else you would like to tell me about your experiences attending Lucy Addison High School?

**Appendix E**  
**Final Interview Questions**

1. What years did you attend Lucy Addison High School?
2. Please describe a typical day for you at Lucy Addison High School. (Probes: What classes did you take? Were you involved in any extracurricular activities such as athletics or clubs?)
3. What other activities took place at the school during or after school? (Probes: Were there dances, proms, assemblies, special activities? Did community or church groups use the school for events?)
4. What was your family's attitude towards education? (Probes: Why did your parents place this value on education? What was their schooling experience? What was their role in the community?)
5. Please describe your teachers and school administrators. What were their roles and expectations in regards to your education? What was your relationship with your teachers in the community outside of the school?
6. What was the role of the Black community in regards to support of Lucy Addison High School and the fact that it was an all-Black High School? Describe how school spirit and pride was displayed?
7. What supports did Lucy Addison High School students have to help them graduate and be successful during the time you attended the school? What career and educational choices did you make after leaving high school and do you feel attending Lucy Addison prepared you for those choices?
8. You grew up during the time in American history when separate schools for Blacks and Whites were required by law. What were the feelings, attitudes, and/or opinions your family and you held about segregation? What do you believe was the impact of segregation on your education?
9. What do you remember about the desegregation of Roanoke City Schools and what changes took place at Lucy Addison High School after desegregation?
10. After desegregation did you consider transferring to another high school (i.e. Jefferson) Why or why not?

11. How do you think your school experience and education at Lucy Addison compared to the experiences of Black students who chose to transfer to a different high school after desegregation?
12. How did you feel when you heard Lucy Addison was going to close and what was the community's reaction? Were you still a student at that time or had you graduated?
13. What did you learn about Miss Lucy Addison while attending Lucy Addison High School and the legacy she left behind for her students and the community of Roanoke?
14. Can you please identify the names of potential secondary participants and their contact information so that I can request an interview with them?
15. Is there anything else you would like to tell me about your experiences attending Lucy Addison High School?

**Appendix F**  
**Cross Reference Matrix**

<b>Research Questions</b>	<b>Corresponding Interview Questions</b>
1. What were the experiences of the students attended and graduated from Lucy Addison High School after desegregation of the secondary schools in Roanoke?	<b>1,2,3,4,5, 8, 9, 10, 11, 13, 15</b>
2. What supports did the students receive while attending Lucy Addison High School from 1963 to 1970?	<b>4,5,6,7</b>
3. Were the supports that the students received the same supports found in the research literature about student experiences in all-Black high schools?	<b>4, 5, 6, 7</b>
4. How did the closing of Lucy Addison High School affect the students?	<b>12</b>

**Appendix G**  
**Interview Questions for Secondary Participants**

1. What were the experiences of the students attending Lucy Addison High School after desegregation of the secondary schools in Roanoke?
2. What supports did the students receive while attending Lucy Addison High School from 1963 to 1970?
3. Were the supports that the students received the same supports found in the research literature about student experiences in other all-Black high schools prior to desegregation?
4. How did the closing of Lucy Addison High School affect the students?

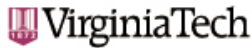


**Appendix H**  
**Virginia Tech IRB Training Certificate**



# Appendix I

## IRB Approval Letter



Office of Research Compliance  
Institutional Review Board  
North End Center, Suite 4120, Virginia Tech  
300 Turner Street NW  
Blacksburg, Virginia 24061  
540/231-4606 Fax 540/231-0969  
email [irb@vt.edu](mailto:irb@vt.edu)  
website <http://www.irb.vt.edu>

### MEMORANDUM

**DATE:** April 7, 2014  
**TO:** Wayne Tripp, Robert Johnson Jr  
**FROM:** Virginia Tech Institutional Review Board (FWA00000572, expires April 25, 2018)  
**PROTOCOL TITLE:** The Addisonians: The Experiences of Students Who Attended Lucy Addison High School, an All-Black High School in Roanoke, Virginia, after Desegregation  
**IRB NUMBER:** 14-399

Effective April 7, 2014, the Virginia Tech Institutional Review Board (IRB) Chair, David M Moore, approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

### PROTOCOL INFORMATION:

Approved As: Expedited, under 45 CFR 46.110 category(ies) 5,6,7  
Protocol Approval Date: April 7, 2014  
Protocol Expiration Date: April 6, 2015  
Continuing Review Due Date\*: March 23, 2015

\*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

### FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

*Invent the Future*

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY  
*An equal opportunity, affirmative action institution*

**Appendix J**  
**IRB Consent Form**

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Informed Consent for Participants in Research  
Projects Involving Human Subjects

**Title of Project:** Lucy Addison High School: Oral Histories of the Students and Staff of an All-Black High School in Roanoke, Virginia

**Investigators:** Dr. N. Wayne Tripp, Robert R. Johnson Jr.

**Purpose of this Research/Project:**

The purpose of the proposed study will be to document oral histories from the perspectives of the students of Lucy Addison High School from 1963 through its closure as an all-Black school in 1973. The researcher will focus on understanding the climate, culture, and foundation that supported the Lucy Addison High School students after Roanoke City Schools were desegregated in 1960. To triangulate the data, the researcher will use secondary participants such as staff and community members to help provide additional information to support or refute information gathered from the students.

**Procedures:**

After making contact with the perspective participants by email or by phone, the researcher will give a brief summary of the study he will be conducting and utilize a bulleted list of talking points to help the perspective participants understand the overall goal of the study. After discussing the study with the potential participants, the researcher will ask the potential participants if they would agree to be interviewed for the study. The researcher will then follow up with a letter to each participant who agrees to be interviewed with a date, time, and location of the interview.

**Risks:**

There will be minimal risk to the participants. The interview questions will be designed to assess the support given to Lucy Addison High School students from 1963-1970. Some of the answers to the questions may evoke some emotional distress for the participants. The participants may refuse to answer any questions that may cause them distress.

**Benefits:**

The benefits of this study are an increased understanding of the support given to Lucy Addison High School students from 1963-1970. Additionally, the historical account gained from the study will contribute to preserving a piece of the history of Lucy Addison High School and the experiences of these students.

There is no promise or guarantee of benefits for the former students, staff, or community to participate in the study.

Upon completion of the study, the participants may request a summary of the study's results.

**Extent of Anonymity and Confidentiality:**

The participants will be identified and quoted in the study unless they request that they not be identified or quoted as the source of any or all of the information they provide. At no time will the researchers release the results of the study to anyone other than individuals working on the project without the participant's written consent.

Interviews will be digitally recorded and stored with the researcher. Only the researcher and lead investigator will have access to the recordings. The participants will be provided with a transcript of their interview to do with as they wish. Once the study has been completed and approved, the researcher's recordings will be destroyed.

It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

**Compensation:**

Participants will not be compensated for their participation in the study. The participant's participation in the study is voluntary.

**Freedom to Withdraw:**

Participants are free to withdraw from the study at any time they may choose. Additionally, participants may refuse to answer any question(s) during the study at any time they choose as well.

**Subject's Responsibilities**

I voluntarily agree to participate in this study, "Lucy Addison High School: Oral Histories of the Students and Staff of an All-Black High School in Roanoke, Virginia." I have the following responsibilities: 1) To participate in all scheduled interviews 2) To review transcripts of interviews and provide feedback to the researcher.

**Subject's Permission:**

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

\_\_\_\_\_ Date \_\_\_\_\_  
Subject Signature

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact in the event of a research-related injury to the subject, I may contact:

Mr. Robert R. Johnson, Jr., *Study Investigator*  
(540-793-4715; [robertj6@vt.edu](mailto:robertj6@vt.edu))

Dr. N. Wayne Tripp, *Dissertation Committee Co-Chair*  
([wtripp@vt.edu](mailto:wtripp@vt.edu))

Dr. James L. Sellers, *Dissertation Committee Co-Chair*  
([vt.jimsellers@gmail.com](mailto:vt.jimsellers@gmail.com))

Dr. David M. Moore, *VT Institutional Review Chair*  
(540-231-4991; [moored@vt.edu](mailto:moored@vt.edu))

## **Appendix K**

### **Researcher's Notes for Initial Conversation with Participants**

- 1.** The first Lucy Addison High School was built in 1928 and is now the Booker T. Washington School Board offices.
- 2.** The second Lucy Addison High School was opened in 1952 and opened until its closure in 1973.
- 3.** Roanoke's elementary schools were desegregated in 1960. The high schools and junior high schools were desegregated in 1963.
- 4.** I am looking to tell the story of the experiences of students who attended Lucy Addison High School from 1963-1970 before they are lost.
- 5.** The purpose of the proposed study will be to document oral histories from the perspectives of the students of Lucy Addison High School from 1963 through its closure as an all-Black school in 1973.
- 6.** I will focus on understanding the climate, culture, and foundation that supported the Lucy Addison High School students after Roanoke City Schools were desegregated in 1960.
- 7.** I will also interview secondary participants such as staff and community members to help provide additional information to compare with the information gathered from the students.
- 8.** I am interested in knowing your perspective as an Addisonian.
- 9.** Do you have any questions about the study?
- 10.** Would you be willing to participate in this study?

## Appendix L

### Date, Time, Location Letter to Participants

Greetings Mr., Mrs., and Ms. \_\_\_\_\_.

Thank you for agreeing to participate in my study on the experiences of students who attended Lucy Addison High School from 1963-1970.

I would like to meet with you on the following date and place to conduct the interview with you for my study.

On \_\_\_\_\_, 2014 at \_\_\_\_\_am./pm, I would like to meet with you at \_\_\_\_\_ place.

Please respond to me by email at [robertj6@vt.edu](mailto:robertj6@vt.edu) or by phone at (540) 793-4715 to confirm this date, time, and place. If the date, time, and place are not suitable for your schedule, we will plan another date, time, and place for the interview.

Thank you,

Robert R. Johnson, Jr.

## Appendix M

### The 1969 Lucy Addison High School Band



### *The Band*

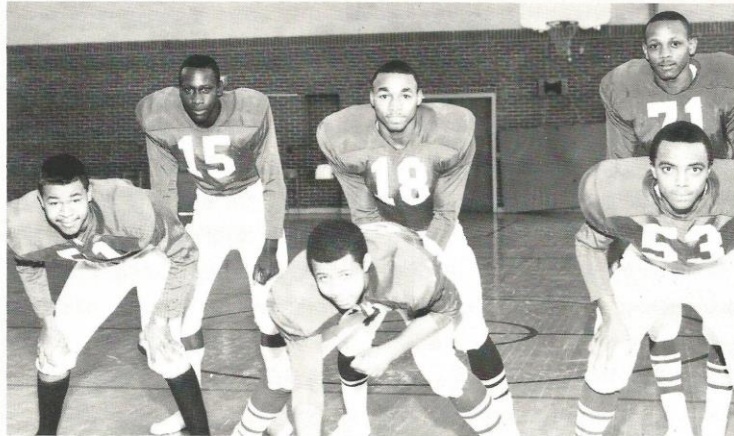
The band energetically supplied entertainment throughout the football season. At present they are making preparations for their Spring Concert. Only by persistent practice can the band perform well from the first drum beat to the last exciting wave of instrument.



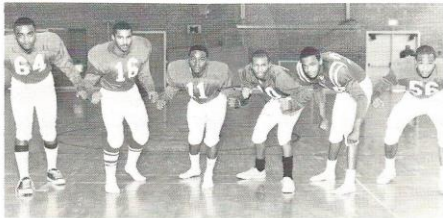
## Appendix N

### The 1968 Lucy Addison High School Football Team

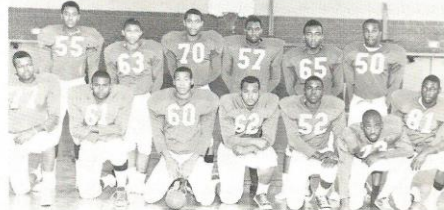
#### *Football*



"We're a Winner"



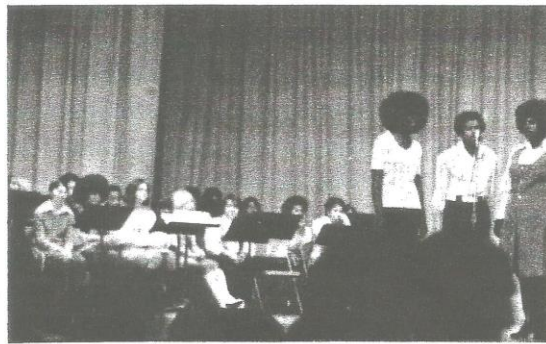
6 Wins – 2 Ties – 1 Lost



**Appendix O**  
**Lucy Addison High School Assemblies**



ADDISON



ASSEMBLIES



## Appendix P

### Mr. Edwin Phillips and Mr. George Coleman



Mr. Edwin L. Phillips  
Principal



Mr. George W. Coleman, Jr.  
Assistant Principal

## Appendix Q

### The 1969 Lucy Addison High School Social Clubs

#### *Socialistic Teens*



Pres.--Brenda Lee  
Vice-pres.--Stephanie Marshall  
Sec.--Towanda Fizer  
Treas.--Cynthia Hale

These young ladies are living examples of their motto: "We strive to reach the impossible dream."

#### *Royal Ambassadors*

Pres.--Reggie Thomas  
Vice-pres.--Nate Brown  
Sec.--Douglas Moore  
Ass't sec.--Gary Hodnett  
Treas.--J. D. Bratton  
Bus. Mgr.--Larry Stores  
Chaplain--Larry Edwards  
Sgt. Arms--Angress Scott

NOT SHOWN  
Clinton Watson  
Ronnie Hodnett  
Nate Brown  
Harold Thurman  
Jerry Pannell  
Jason Price  
George Miller



These young men are living by their motto: "Forever striving to be dignified in all our endeavors."

## Appendix R

### Lucy Addison Freeze

(The Roanoke Valley's African American heritage: A pictorial history. By Shareef, 1996.)

He started the first official football team in 1923 at the old Harrison High School. From 1930 until 1947, when he retired from active coaching, Fred Lawson won many championships at Addison High.

One of Coach Lawson's contemporaries was his sister, Sadie V. Lawson. Miss Lawson also attended elementary school in Roanoke but received her teaching certificate at the Virginia Normal and Industrial Institute in Petersburg, Virginia. This school later became Virginia State University.

She was a teacher, assistant principal, and principal in the Roanoke City Public Schools for forty-one years. She also served as dean of women at Cheyney State Teachers College.

In appreciation for their years of community and educational service to the Roanoke City Public Schools, the Lawson Hall at William Fleming High School is named after the Lawsons.

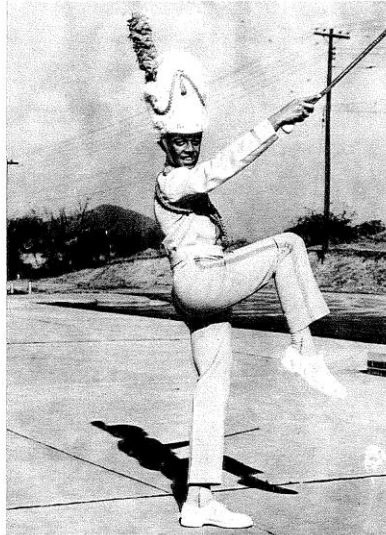
One of the most well-known personalities of Addison High School is former band director Joseph Finley. Personable and outgoing, Mr. Finley is the creator of the famous "Addison Freeze" where, on cue, band members (while marching) "froze" in position. The "Addison Freeze" offered a marvelous combination of group coordination, precision, and military discipline.

Where did the "freeze" originate? What creative spark inspired Mr. Finley? According to Mr. Finley, the movement evolved in the following manner:

*One loud blast on the whistle meant for all students to assume a military position. . . . A second loud blast meant that the students would perform a military "left face." One day while practicing the above routine, five late students, running across the field to take their places in the band formation, heard the whistle and froze in their places, moving nothing. The difference is that they froze during the act of running: arms outstretched, feet spread one behind the other. On the second blast of the whistle, they started to run again but immediately stopped in their tracks following a mean look from the director. Students in the band formation laughed and laughed as the band director continued to blow the whistle and stop the late students over and over until they reached the regular band formation.*

*The next day, the Band Director presented a routine based on the movements regulated by his whistle. . . . Thus, the famous "Addison Freeze" was born.*

Irvin Cannaday Jr. is another well-known Addison personality. He was a player and coach at Lucy Addison High School. He also coached at Carver



Addison band drum major Frank Clayton, circa 1950s.



Sadie V. Lawson.

## Appendix S

### 700 Protest Plan to Alter Addison

*The Roanoke Times, 22 July, 1970*

# 700 Protest Plan To Alter Addison

Approximately 700 Negroes — filling Central Baptist Church and choir lofts — Tuesday night shouted their opposition to the planned end of Lucy Addison as a high school.

Addison's end — conversion into a vocational school — has been proposed by the Department of Health, Education and Welfare (HEW). It has been approved by Roanoke City's school board and sent to the U.S. District Court for Western Virginia.

Attorneys for the National Association for the Advancement of Colored People, which sponsored the church meeting, had earlier in the day filed an official complaint with the court.

But that action carried an approval of the plan which would change Addison.

In suggesting the closing of Addison, HEW "had a little bit on us," the Rev. Charles T. Green said, adding that Addison, with about 800 students, was considered too small to be a regular high school, which usually has about 2,000 students.

"When they (whites) built it, it was plenty big enough for us," said Mr. Green. "But since they have to use it, it's too small."

HEW's plan "is not the plan I had hoped to see," said Dr. Wendell H. Butler, the only Negro

on the Roanoke City school board, "But it is educationally and crowding into the aisles sound." Butler said he "could live with the plan" because "Roanoke needs a prestige technical school" and because it would bring about "a favorable percentage of integration" about 25 per cent in each of the three remaining schools.

Despite the approval of the plan by some of the leaders of the mass meeting, the audience voted unanimously against it.

They also were opposed to the closing of Booker T. Washington Junior High, but were divided on the closing of Loudon.

Whites considered the schools adequate while only blacks attended them, they said. But with the possibility of having to go there themselves, the whites began to reconsider.

And some thought that Jefferson High would be a better vocational school than Addison because of its equipment and central location.

"The NAACP has no objections to closing Loudon. Perhaps it should have been closed long ago," said the Rev. R.R. Wilkinson referring to the condition of the 72-year-old elementary school. "But Booker T. Washington and Addison are dear to our hearts."

"Our children would be the

See Page 12, Col. 1

(article continued)

THE SPokane TIMES, Wednesday, July 22, 1970.



The Rev. R. R. Wilkinson Runs Gamut of Facial Expressions as He Discusses Addison

## 700 Protest Plan To Convert Addison High

From Page 1

...burned if it (London) cause that plan desegregated all...  
 Burch, an insurance agent, about the old school, which he said has only one fire escape.

Butler said he favored HEW's Ford plan for junior high schools be- good junior high into an admin- son, "a relatively new school in...  
 "It's a crime to let such fac-...  
 The school board's modifica- ides go to waste," said a young...  
 man who said he had collected...  
 "I don't think the city can af- 200 signatures on a petition

the crowd that if Addison were kept open, it would have 80 per cent white teachers and 75 per cent white students.  
 Many of the young persons wanted a 50-50 balance between Negroes and whites.

Butler and Burch explained to the community. When we get to the place where we are 50 per cent of the community, we will be 50-50. Burch said, "You can't really get around that." Another young boy said that So black pride met just the closing of a school was a mistake. "If you're equal, don't let them stripe it," he settled tonight, by Mr. Wilkinson said "It will be settled in court. Let's pack the of chambers." He said bringing or dilbert to attend the Aug. 14 Dis- trict Court hearing on the plans.

## Appendix T

### Article to Keep Lucy Addison High School Open

Roanoke T. Aug 12 '70 p1

# Keep Addison As High School, Judge Orders

By BEN BEAGLE  
Times Staff Writer

Federal Judge Ted Dalton Tuesday ruled out the closing of Roanoke's all-Negro Lucy Addison High School as part of the school board's integration plan and directed the board to use all four of the city's high schools in the coming school year.

The judge, in an opinion and judgment handed down Tuesday afternoon in U.S. District Court for Western Virginia, directed the board to use all four high schools and "to draw attendance lines to achieve as much racial integration as is reasonably possible."

The judge's decision means that some white children would attend Lucy Addison for the first time in the city's history.

Judge Dalton, in a 12-page document which called massive busing "harmful" to children, went along with a proposal to close all-Negro Booker T. Washington Junior High School.

The judge, however, said that Booker T. "might well be operated as the specialized education center envisioned by school officials at Lucy Addison." The board had suggested Addison as an educational center, where students from all over the city might take a wide range of vocational and "exemplary studies."

The school board plan would have charged Booker T. into an administration center. Judge Dalton, in approving the board's plan to close all-Negro, and aged, Loudon Elementary School, suggested that such a center might be set up at Loudon.

Judge Dalton left another controversial issue in the school board's plan — an attendance line which would have sent some children from the Westwood-Wilmont Farms area to Monroe Junior High School instead of the new William Ruffner school — up to the school board.

Residents of the area who entered the suit complained about the lines which would have left their children out of attending Ruffner. "It appears," the judge said, "that this appeal

## Textual Highlights Of Dalton's Ruling